An Eclectic Approach in Syllabus Design: A Preliminary Study of One-To-One Teaching Indonesian for Speakers of Other Languages

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Abstract: The industry of BIPA (Indonesian for foreigners) has extensively increased both at home and overseas. As a result, its teaching needs to be well-planned and organized. Supported by the view that no best method for all, eclecticism can be selected as approach to teaching. This paper is purposed to describe the initial stages of syllabus design particularly for one-to-one teaching Indonesian using eclectic approach. Carried out by descriptive research as part of research and development design, non-structured interview, observation, and open-ended questionnaire were as instruments to collect the information about learner and previous teaching process. Using a framework of syllabus development by Graves, need analysis and first draft syllabus were taken place. The need analysis reveals the learner characteristics and need of learning, such as age, gender, motivation and expectation. Moreover, grounded by the result of gathered information from need analysis, the developed syllabus is then a combination of task-based approach of language learning and structural-based syllabus which embraces accuracy and fluency as well as covers the features of eclectic system.

Keywords: eclectic approach; BIPA; TISOL; one-to-one teaching

Pendekatan Eklektik dalam Perancangan Silabus: Studi Pendahuluan pada Pembelajaran Bahasa Indonesia Sistem Satu-Satu Untuk Penutur Bahasa Lain

Abstract: Industri BIPA (Bahasa Indonesia bagi Penutur Asing) telah meningkat secara luas baik di Indonesia maupun di luar negeri. Sehingga pengajaran BIPA perlu direncanakan dan dirancang secara baik. Dengan didukung oleh pandangan bahwa tidak ada metode terbaik untuk semua pengajaran, eklektisisme dapat menjadi salah satu pilihan pendekatan dalam pengajaran. Artikel ini bertujuan untuk menjelaskan langkah awal dalam pengembangan silabus khususnya untuk pembelajaran bahasa Indonesia sistem satu-satu dengan pendekatan eklektik. Dengan menggunakan penelitian deskriptif sebagai bagian dari desain penelitian dan pengembangan, wawancara non-struktural, pengamatan, dan kuesioner digunakan sebagai instrumen dalam pengumpulan data mengenai pembelajara dan proses belajar sebelumnya. Dengan menggunakan kerangka pengembangan silabus oleh Graves, analisis kebutuhan telah dilakukan dan silabus draf pertama telah dikembangkan. Hasil analisis kebutuhan mengungkapkan mengenai karakteristik pembelajar dan kebutuhan pembelajaran, seperti usia, jenis kelamin, motivasi, dan ekspektasi belajar. Lebih lanjut, berdasar pada informasi tersebut, silabus yang dikembangkan merupakan perpaduan pendekatan pembelajaran bahasa berbasis tugas dan silabus berbasis struktural yang mengandung akurasi dan kefasihan juga meliputi fitur-fitur dalam sistem eklektik.

Kata kunci: Pendekatan eklektik; BIPA; TISOL; pengajaran satu-satu

INTRODUCTION

The world of teaching Indonesian for speakers of other languages (TISOL), also known *Indonesian for foreigners* (BIPA) has remarkably increased these years. BIPA (Indonesian for foreign speakers), is a language learning program specifically designed to deliver lessons for foreign students who want to learn Indonesian (Suyitno, Susanto, Kamal, & Fawzi, 2017). The wide expansion of TISOL is not only at its home, Indonesia, but some countries in the world as well. The data from 2018, 76 institutions have committed to bring BIPA services in Indonesia; while in overseas, 179 BIPA institutions have offered Indonesia classes for foreigners (Jazeri & Maulida, 2018). In fact, Indonesian has been formally taught in at least 72 countries including Morocco, German, Poland, Australia, the US, Canada, Vietnam, Korea, Thailand, and many other countries (Sari, Sutama & Utama, 2016 cited by Gusnawaty & Nurwati, 2019). The government of the Republic of Indonesia has allocated 45 prominent universities to open TISOL program called Darmasiswa (Muliastuti, 2016 cited in Hardini, Setyarini, & Harto, 2019). In addition, Azizah, Widodo and Lestari (2012 cited in Hardini et al., 2019) wrote that Indonesian course programs have been opened in 46 countries either at universities or embassies and consulates of Republic of Indonesia in some countries. In Thailand, eight universities, including Neresuan Universty, Chulalongkorn University, Mae Fah Luang University, and Ciangmai University, have provided Indonesian language services, and it has been one of the most preferred subject (Tiawati, 2016).

Concerning to background and purposes of foreigners to learn Indonesian, some factors may cause the interest and high demand of learning and teaching Indonesian. From many factors, tourism, business, investment and work come at the top list of why foreigners are interested in learning Indonesian (Sudini, 2008 cited in Gusnawaty & Nurwati, 2019). By 2017, the number of foreign workers in Indonesia reached approximately 85.957 workers who need to communicate in Indonesian, and, of course, they should have to attend BIPA programs. Moreover, some foreign company, such as garment-based factory Hansae Utama Indonesia Co., and shoes- based factory Beesco Co., located in Karawang, requires their employees to be able to speak Indonesia for business communication (Mediyawati, Lustyantie, & Emzir, 2019). Furthermore, Andayani (2016) revealed that foreigners have motivation to learn Indonesian since it can support the diplomacy and enhance the knowledge about Indonesia; at the same time, by learning Indonesia, it can also explore its unique culture. With diverse incredible culture and traditions from west to east, Indonesia may attract foreigners to experience its uniqueness and to learn its language. Suyitno (2007 in Suyitno et al., 2017) concluded several reasons and purposes foreigners learn Indonesian: getting knowledge of Indonesian language, conducting research, working reasons, and living for a period of time.

Along with the rapid increase of TISOL development in Indonesia and overseas, its industry should be well-managed, and the programs and courses need to be well-planned. Some studies have been widely conducted related to the teaching and learning Indonesia for foreigners, including teaching method and materials design. Through action research, Andayani (2016) has applied the integrative model of learning to improve language skills and to introduce local culture. In addition, Suyitno et al. (2017) have explored the cognitive learning strategies used by foreign students in learning the Indonesian language. Designing a BIPA's teaching materials in intermediate level with reference ACTFL, integrative learning model has also been studied by Arumdyahsari, Hs, & Susanto (2016). In 2019, Gusnawaty & Nurwati (2019) have developed a learning model of Bahasa Indonesia based on local intercultural politeness to improve the foreigners' communicative competencies. Then, by applying research and development design, Mediyawati et al., (2019) developed a

mnemonic framework materials with humanistic approach to develop and improve the quality of IFL materials for foreign workers called MEDIA.

Though the studies on the issues of TISOL have been extensively carried out, syllabus, including materials/coursebook and tests, particularly for one-to-one teaching does not gain much attention and discussion. As a matter of fact, to organize the course program, course syllabus plays a significant role. Syllabus, as an inner circle of curriculum, may include objectives or goals of learning, presentation format and sequence, content, and evaluation (Nation & Macalister, 2010). Completed with syllabus, the course program will be more manageable, and the content materials are more systematic and sequenced. Just like a map, syllabus guides the teacher/instructor to the destination site. When taking a responsibility to handle a course program, designing the syllabus initiated by assessing the learner's needs and choosing the proper approach that meet those needs should be the first priority.

To respect the learner's needs, the eclectic approach is then selected in designing syllabus, and the principles of eclecticism leads the soul of entire components on first draft of the proposed syllabus. Eclectic approach, also called eclectic method and eclecticism, allows a combination of the strengths of different methods, competences, and pedagogies (Billah, 2015 in Biloon, 2016). Eclecticism is derived from the word 'elect' which means to choose or pick, and then blended together; it includes a process of ideological selection, evaluation, discrimination, and synthesis (Obot & Essien, 2014). In the field of language teaching, Larsen-freeman (2004 cited in Najeebullah, Tabassum, & Irfanullah, 2018) said that eclectic approach is a pluralistic, inclusive, all-encompassing and comprehensive approach of teaching in which different methods are systematically and logically combined and used eclectically to meet the needs of learners.

In a simple way, Kumar (2013) concluded that teaching language using the eclectic method involves a rich combination of multiple activities, including participatory, communicative, and situational approaches (Alharbi, 2017; Febriyanti, Hadi, & Saputri, 2018). The use of multiple methodologies of language teaching is as consequence of heterogeneous students and varied needs of learning and teaching. Eclecticism can be seen to cater for a wide variety of individual preferences, abilities, interests, needs and objectives (Popova, 2001). Eclecticism, for Willis (1990), as a response to conflict between syllabus and methodology (Popova, 2001), and, for Li (2012), it is necessary because there is no single techniques or method to teach all skills and to specific student's needs (Biloon, 2016). When teachers follow the syllabus or apply one technique/method, the students' needs and class context are sometimes neglected. Eclectic approach then comes to seek a balance development of four language skills (Wali, 2009) as well as to integrate the good sides of various teaching techniques (Kurniasih & Rahmawati, 2018). However, not just random picking and choosing of techniques, in applying eclectic approach, teachers should have deep understanding of various teaching methods and propose philosophical, rational reasons in selecting the techniques/methods. Moreover, for more systematic synthesizing, pure eclecticism sounds not convincing for language teaching (Xiao-yun, Zhou, & Dai, 2007), so principled eclecticism then is preferred to guide the teaching learning activities and give the appropriate importance (Alharbi, 2017).

From the broad discussion and research of eclecticism, however, none of them demonstrates both eclectic approach for one-to-one teaching system and its syllabus development for language teaching. To implement eclecticism in designing syllabus, it can be combining different approaches and integrating them to produce a working whole, e.g. – elements from a structural syllabus combined with elements from a functional-based syllabus; elements from a structural syllabus combined with elements from a situational syllabus (Popova, 2001). Despite that eclecticism means

combination of various elements of syllabus, Swan (1990) brought to mind that the real issue is not which syllabus to put first: it is how to integrate eight or so syllabuses (functional, notional, situational, topic, phonological, lexical, structural, skills) into a sensible teaching program. Another thought comes from Brumfit (1984) in which recommends that a language learning program should provide a balance of activities, some of which focus on accuracy and some on fluency (Popova, 2001). To get a successful language course, Indonesian one-to-one course for this case, a syllabus should be well-planned and -prepared. Then, designing a syllabus is one of several steps in preparing an effective lesson. In the middle of great expansion of BIPA programs, designing its syllabus is worth to consider as an attempt to manage a professional and successful course. To have a sound and sensible syllabus, several systematic phases need to take. Therefore, this paper aims at describing initial stages of syllabus development for one-to-one teaching Indonesian using eclectic approach.

METHODS

This present study focused on the initial stages of designing syllabus for one-to-one teaching Indonesian for foreigner based on eclectic system. As part of research and development adopted from Dick, Carey, and Carey (2001 cited by Gall, Gall, & Borg, 2003) combined with a systematic development for language by Graves (2000), these phases were carried out by descriptive-qualitative design. The course participant was one native female Australian with the age of 43 years old and the course instructor was Indonesian woman. And the session lasted approximately 2 hours each. It was held once a week at the city library in St. Kilda, Melbourne Australia from October 2018 to June 2019.

To gather information as need analysis, through observation, some practices and activity during the course could be captured and highlighted. Moreover, open-ended questionnaire was also distributed to the course participant to gain her learning contexts and needs. Not only that, the documents, such as worksheets and learning materials, from previous sessions were also collected and analyzed to grab the insight of what have been learned. To verify the information from the observation and documents, non-structured interview was given to both the course participant and the former instructor. The gathered data from the instruments were then coded, analyzed, and categorized based on the learner and learning context and several features on the developed syllabus.

In the process of designing course particularly a syllabus development, a framework by Graves (2000) is selected since it provides a systematic and specific aspects of course development for language. The framework is a flow chart, not a linear list, covering nine aspects: 1) defining the context, 2) articulating belief, 3) conceptualizing content, 4) formulating goals and objectives, 5) assessing needs, 6) organizing the course, 7) developing materials, 8) adapting a textbook, and 9) designing an assessment plan. The framework allows the course designers to begin anywhere in it as long as it makes sense and it depends on the reality of the context and what we know about the students. As a result, for this case, assessing needs is the first phase to do, as classic models of curriculum design and more recent models agree (Brown, 1995; Murray & Christison, 2011; Richards, 2001).

RESULTS AND DISCUSSION
Results

In an initial phase for designing syllabus, researcher needs to gather information that relevant to the purposes and the process of the course. The activity is then called a need analysis. It assesses needs to identify goals and analyze the instruction, the learner and the contexts (Gall et al., 2003). As suggested by Graves (2000), the need analysis take place three times: pre-course, initial, and on-going. Pre-course need analysis was prior to start the Indonesian course. After this phase, the contexts of learning have been discovered. Then, the course description,

goal/objectives, activities, and materials were selected and decided for the course. After that, initial need analysis took place during the first few sessions. It was for gathering the similar information as it was at pre-course. On-going needs analysis was conducted throughout the course sessions. It was to decide what is being taught and how to teach it. Changing on objectives and content material may be needed depending on what happen during the sessions.

Together with collecting information through need analysis, formulating goals/objectives and organizing the course syllabus, at the same time, were set up with considerations of some factors from the gathered information. As a result, the gathered data during the sessions was frequently collected for formulating objectives and selecting content materials, and conversely the formulated objectives and selected content materials were then used in the next session of course. This, therefore, was kind of an iterative process. What was found and gathered from the phase is then illustrated into two points of constituents: the learner and learning context and the developed syllabus presentation.

The Learner and Learning Context

The context of the course for designing syllabus here are related to the people, time, setting, teaching resources and any important information about learner and learning. The participant or the learner who takes the Indonesian course is a native Australian woman. She is 43 years old, and lives at Brighton East, Victoria, Australia. She is a housewife with three children, but she claims that she also helps her husband to run his business. She holds a master degree from Monash University. Not only taking Indonesian course with the researcher, at the same time, she also registers for online course on nutrition and health. Concerning to the learning experience, the participant answered on the questionnaire "*saya sudah belajar bahasa Indonesia selama dua tahun*" (Q1) (I have been learning Indonesian for two years). The contexts of learner and learning are displayed on the table below.

Table 1. The Learner and Learning Contexts from Need Analysis

Course Participant's background	Middle-age woman, native Australia, housewife
Motivation and purpose	Having high motivation, loving Indonesia and wanting to speak to local people, and having desire to challenge herself to learn new language
Learning experience	Around two years and thinks that Indonesian is not too difficult.
Prior language knowledge and proficiency level	Knowing about Numbers, Part of Body, Colors, and Pronoun. Predicted A2 level
Expectation on learning and activity	getting an opportunity to speak, write, read and listen; some homework to support what she has learned, and to learn about the culture and the country. It will be helpful when the teacher is good at English, and the teacher is competent. Having more activity on speaking, writing, and grammar.

From the observations, it was noticeably recognized that speaking through conversation practices became the main activity of this course. The sessions always began with small dialogue between the instructor and participant. Topics were relatively personal and close for both the instructor and participant, such as family,

children, food, jobs, college, weekend activity or the latest issues and events either in Indonesia or Australia. Perhaps because the session was only consisted of two persons: the instructor and the participant-learner, the relation between them was as close as friendship and companionship. During the session, it was like two friends talking and conversing about their personal life for two hours using Indonesian. When the participant made some mistakes either pronunciation or vocabulary, the instructor directly gave feedback and corrected them. Then, as the participant found difficult to understand one word in Indonesia, the instructor immediately explained it or translated into English. Meanwhile, reading aloud on passage and translation practices become common learning activities during the sessions. Moreover, retelling story and games were also available as options.

The Developed Syllabus Presentation

While gathering information through need analysis, course description, the goal/objective of the course were also formulated. Underpinned by the context of learner and learning, the course description, for the first draft of syllabus, was designed to cover the learner's needs in communication, particularly speaking, as seen on the excerpt.

> Course Description: This course is designed to develop learner's communication skill in Indonesian language. The global aims encompass building speaking ability to express feelings, thought, opinions, and to exchange culture in Indonesia. This focus mostly on communicative speaking activities and communicative tasks through pair and individual works, with several grammatical discussion and exercises. At the end of the course, the learner is expected to be able to build spoken (and written) communication with accurate and acceptable expressions in Indonesian. (SD1)

Looking at the drafted course description, it was noticeably seen that the course and the course description were driven by the communicative teaching approach for communicative purposes, but it was not always delivered as a set of some communicative functions. The reasons were several to this decision. At first, from the observation, it was quite difficult to manage structural conversation or dialogue based on one specific communication function, such as suggesting, requesting, giving information, and so on. Structural conversation guided by certain communicative function seems unreal and too artificial. It sometimes would end with unnatural expressions on the dialogue. That can be a second reason. Consequently, to avoid artificial and unreal expressions, the conversations/dialogues were not guided by specific communication functions and certain situations. Furthermore, speaking was the most preferred skill to cover. Meanwhile, as expected by the learner, grammar point/expression was also stated on description, though only for a small portion of attention. All activities on the course were designed to meet the activity in the real world. Therefore, it emphasized on the activity tasks to comprehend and interact with the language. Because of the one-to-one teaching system with only one person as a learner, activities were designed mostly in individual or pair-works, such as describe a place, tell experience, discuss one issue, write a review or converse something. The element of culture also got its part on the syllabus. Because the instructor and the learner shared different social cultural backgrounds, it was expected to share and exchange culture and customs between them. Having the knowledge about Indonesian culture, learner will be more confident when interacting with Indonesian local people.

When stating the course description, at the same time, course goal/objective was also determined, as in the excerpt.

> **Course goal/objectives:** After completing the course, the learner is able to build communication either spoken or written, mostly for spoken

communicative skill, for simple, short daily conversation and needs using accurate and acceptable expressions in Indonesian during the lessons through communicative tasks. (SD1).

The course goal/objective can also be named as instructional objective. This objective was formulated based on the ABCD model which stands for audience, behavior, condition and degree. The audience of the course was the learner, one native Australian woman. She should be able to build communication skill in Indonesia, especially spoken language; it was behavior she should perform. Then, for condition, the targeted skill should be performed at least during the lessons. Since the lesson did not take place in Indonesia, the learner had a very little opportunity to use the language with others. However, she has to show her performance and progress during the lessons with the instructor, at the minimum. At last, accuracy and acceptance would become the targeted degree of performance.

Beside the description and objective of the course, the first draft syllabus also contained the information about the course, as seen on the excerpt.

Level of Language:
Beginner (A2) – Predicted
Duration:
120-150 minutes each session
Prior Knowledge:

The learner has been exposed to Bahasa Indonesia for about two year. She has already known some basic vocabulary, such as numbers, part of body, colours, etc.
Teaching Aids:
Coursebook "Sahabatku Indonesia: Untuk Anak Sekolah" level A2, Voice recording and headphone, transcript, word cards, Majalah BUSET. (SD1)

Having been learning Indonesian for two years, the learner's proficiency was predictably in the level A2, as beginner. She has already learned some basic vocabulary, such as numbers, colors, and so on. Therefore, what she needs was to activate and produce them more frequently. Meanwhile, the course was also completed with teaching aids both audio and visual. The coursebook "Sahabatku Indonesia: Untuk Anak Sekolah" and its recording developed by National Agency for Language Development, The Ministry of Education and Culture have been downloaded and prepared for the course. others were cards for games and several articles taken from magazine "BUSET", Indonesian magazine in Australia, were also used for content materials.

The first draft syllabus also presented the course schedule. The table shows the sample schedule for three meetings.

Table 2. Course Presentation

Week/ Meeting	Lesson/ Topic	Focused Language Skills	Task Descriptions
4	Unit 3 Public Facility	Speaking, Listening, Grammar: Kalimat perintah dan kalimat Larangan	1. Discuss and converse about family, weekend activities. Student asks some questions to the teacher, and so does the teacher. 2. Listen voice recording (monolog) about "Taman Suropati" using transcript and answer questions related to the monolog. 3. Describe one sample of park/taman that the learner knows based on the location, function, situation, history, etc. 4. Discuss and learn how to make commands (kalimat perintah) dan prohibition (kalimat larangan).

			5. Take a turn between learner and instructor to give some samples for both commands and prohibition orally.
8	Directions (using Map)	Listening, speaking Vocabulary about directions (ke kanan, belok kiri, di seberang, perempatan, pertigaan).	1. Discuss and converse about family, weekend activity, pregnancy, motherhood, etc. 2. Ask some questions by using WH? (when, where, who, what, which, why, how – kapan, dimana/kemana, siapa, apa, yang mana, dan bagaimana) 3. Give direction to the site asked by the instructors by using the expression "saya akan ke rumah sakit, kemana saya harus berjalan? Kemudian, saya mau ke kantor polisi, kemana saya harus berjalan?
10	Discussing text "Menikmati Indomie di St. Kilda Festival" Majalah BUSET, Vol 14- 1655 March 2019	Speaking, Reading and Vocabulary	1. Discuss and converse about family, weekend activity, pregnancy, motherhood, political issues, etc. 2. Ask some questions and so does the teacher. 3. Read and translate the text sentence by sentence 4. Describe her experience in eating instant noodle Indomie. 5. Given one piece of Indomie instant noodle, cook it at home and write the steps and review it.

The drafted syllabus for the course were grounded by activities as tasks. Through these designed tasks, the learner was expected to comprehend and use the language for real life. In addition, grammatical items, such as *kalimat perintah* and *kalimat larangan*, were included to provide explicit knowledge of Indonesian grammar (see picture. 2). The language skills were varied from one meeting to others though speaking gained the biggest portion of all. There was no assessment, such as formative or summative tests, based on paper. To avoid pressure, language evaluation was mostly brought whilst the lesson through tasks. The cultural aspect of Indonesia was considered on the syllabus. The topics, texts, samples, and events that were relevant and related to Indonesia were selected as course materials so that the learner got the insights of Indonesia from the inside. They were, for instance, Dufan, Tugu Pahlawan, Batik, and Indomie, an iconic instant noodle from Indonesia. Furthermore, the developed syllabus also brought the variety of teaching techniques. For example, the translation technique was combined with reading activity. Then others were conversation and project-based learning.

Table 3. Grammar Items for the Course

NO.	GRAMMAR ITEMS
1.	Cause-effect markers (karena and sehingga)
2.	Noun phrase and conjunction (dan, atau, tapi)
3.	Negative sentences using tidak, bukan, belum, tanpa
4.	Kalimat perintah dan kalimat larangan
5.	Adverbs of Time (dulu, sekarang, masa depan)

All in all, the syllabus course was developed under the combination of task-based approach and structural-based syllabus. Task-based language learning was adopted particularly to achieve speaking skill and communication through tasks activities. The tasks were to facilitate the use and production of the learner's language, such as to tell/describe something, to write a review, to retell a song, to discuss topic, and many more. Meanwhile, the other type of syllabus adopted in designing this present syllabus were structural-based syllabus. Some grammar points were also presented on the course to provide the learner's need on explicit knowledge of the language she learns.

Discussion

The number of BIPA programs has rapidly grown these days either in Indonesia or in overseas. Moreover, it is marked by the growing numbers of BIPA programs managed by government, universities and private language centers or courses. Consequently, to achieve the success of the course programs, it should be well-managed and organized. As revealed by Aguskin and Maryani (2018), the development of the quality of BIPA class has a great importance especially for international students in universities. Similarly, the management of BIPA needs more attention and investigation (Saddhono, 2016 cited by Hardini et al., 2019). Almost with the similar idea, Muliastuti (2017 in Inderasari & Oktavia, 2019) stated that the development of curriculum is one of strategies in improving the quality of BIPA instruction. Besides those view, the development of National Framework Qualification-based BIPA curriculum has been mandated to be a standard for BIPA instructions in Indonesia and overseas so that the programs are more directive and purposeful (Inderasari & Oktavia, 2019). Given these points, the BIPA programs ought to prepare the courses by developing its curriculum as one of its professional service.

As one of lesson preparation, syllabus plays an important to navigate and give direction of the language course program. As a consequence, formulation clear curriculum and syllabus can be a solution to attain the professional BIPA program (Hardini et al., 2019). BIPA practitioners and instructors are responsible to plan and prepare their courses. As mentioned by Tiawati (2018), BIPA teachers have to design their teaching strategy in the form of teaching system, including curriculum, syllabus, teaching materials and lesson plan. Likewise, Inderasari & Oktavia (2019) reported that BIPA teachers in IAIN Surakarta are assigned to design syllabus and lesson plan as a guidelines of the course. Moreover, the development of teaching materials need to consider the needs (Hardini et al., 2019; Ramadhani, Hs, & Harsiati, 2016). Similar to develop teaching materials, designing syllabus for language course program should be based on the learner and learning needs.

From the need analysis, the learner's backgrounds have been discovered. The backgrounds are learner's age, gender, motivation, expectation, language proficiency, and attitude toward language and learning. Those factors are, then, determine what the contents, activities, and schedule are on the syllabus design. Related to the age, the participant is an adult learner, who can be more able to understand abstract rules and concepts and have longer attention (Brown, 2007). What the learner's needs and her background become one of the most important factors to consider in designing language course. The learner's age, language learning experience and expectation can determine the curriculum design in setting goal/objectives and selecting activities and topics (Nation & Macalister, 2010).

Moreover, the learner's proficiency of Indonesian has not been tested by a standardized test; however, from her learning experience, it can be predictably as beginner. As a consideration, the presentation of materials should be delivered in simple segments to avoid overwhelming (Brown, 2007). The given topics for discussion were personal life, family and motherhood, and weekend activities. As a beginner level learner, also called basic user of language

(A2), it means that the learner can understand sentences and frequently used expressions related to areas of most immediate relevance, such as very basic personal and family information, shopping, local geography, and employment as stated in *English Profile: Introducing the CEFR for English* (2011; Nunan, 2004). Therefore, the topics selected on the syllabus are subjects that are relatively close to the participant, such as family, weekend activity, public facility, vacation and shopping. As suggested by Tiawati (2018), BIPA materials for beginner level learner should relatively be easy and relevant to the learner's daily routine and activity.

Meanwhile, the learner has a positive attitude toward Indonesian by saying that it is not too difficult, except some impossible sounds. The point of difficulty of language learning is one of major areas in learner language belief. Then, it has been recognized as learner characteristics to count with when explaining and setting learning outcomes (Dornyei, 2005). And she also has high motivation to learn Indonesia and wants to challenge herself learning new language. since she wants to communicate and interact with local Indonesian people. Beside intelligence and creativity, motivation may be one of factors in success of learning language. Within high motivation, one has greater strength and enthusiasm to achieve the goals. As what Williams & Burden (2007) said, motivation is one of teacher's lists as the most powerful influences on learning. Furthermore, the learner-participant also said that her personal purpose in learning Indonesian and its culture is to speak and interact with local people in Indonesia. The similar intention is also revealed by Rejeki & Asari (2019), they reported that people in Timor Leste learn Indonesia for several purposes, such as communication, culture, study abroad and socialization. On the other hand, another reasons why foreigners choose to learn Indonesian are business and working (Mediyawati et al., 2019) as well as diplomacy and enhancing knowledge (Andayani, 2016).

For the learning expectation, the learner-participant expressed that four language skills and grammar are expected to be learned and practiced. This view is similar to the scope of BIPA, as subject of Indonesian language, that covers listening, speaking, reading and writing (Tiawati, 2018). Meanwhile, grammar knowledge, as a set of rules and construction of language, has to get a plenty room on the course. in learning language particularly BIPA course, grammar, companied with vocabulary, is significant as a base on communication either spoken or written (Maharani & Astuti, 2018). Having its absence, it results in the language confusion and misinterpretation (Yahya, Andayani, & Saddhono, 2018).

Next step on this present research was drafting the developed syllabus by formulating the goal/objectives and organizing the course. In drafting the syllabus for this course, it was grounded by task-based approach in which communication was as the centre of the entire activities. The developed syllabus was also based on the learner's needs. This is consistent to the principles of task-based language teaching that has several principles: 1) a needs-based approach to content selection, 2) an emphasis on learning to communicate, 3) the introduction of authentic texts, and 4) linking of classroom language learning with language use outside the classroom (Nunan, 2004). The drafted syllabus consisted of tasks, lesson/topic, focused language skills, including the grammar items that may cover the tasks. Through these tasks, learner becomes active, creative and productive in using language that parallel to the real world language, as the principles in task-based approach (Nunan, 2004).

Another type was structural-based syllabus as it was several grammatical items that discussed and practiced for each meeting. The combination of task-based approach and structural-type syllabus as mentioned in eclectic approach in designing syllabus. Manifestation of eclecticism in designing syllabus may be by combining different approaches and integrating them to produce a working whole (Popova, 2001); in this case, the elements of task-based syllabus are mixed by the elements on structural-based syllabus, as suggested the selected

approach should keep the balance of accuracy and fluency. In addition, the combination of inductive and deductive strategies of teaching, as one of characteristic of eclectic approach (Mwanza, 2017). The developed syllabus applied several different techniques, such as translation technique, conversation, project-based learning. This is consistent with the characteristics of eclecticism. Eclectic approach is constructed by specific situation and context and embraces flexibility in choosing methods/techniques (Mwanza, 2017; Wali, 2009). Moreover, it also views language as a whole, not in an isolated unit. As a consequence, language should not be taught separately into isolated unit, such as vocabulary or pronunciation (Mwanza, 2017). The developed syllabus enfolds more than one language skills at each meeting, as suggested by eclectic approach.

Moreover, the selected topics and materials on the syllabus reflects the Indonesian culture and traditions, such as *Musim* (season), *Menikmati Indomie* (Enjoying *Indomie*), and Batik. These are given to the learner as an attempt to introduce Indonesian to foreigners and to make the learner easier in internalizing the language in Indonesian contexts. The cultural values on integrating Indonesian language course and local culture will increase the role of Indonesian language internationally (Andayani, 2016). Moreover, it can also be as a means of language mastery to help the learners understanding Indonesia (Rachman, Andayani, & Suyitno, 2019), such as the learner understand that instant noodle *Indomie* is one of the most popular noodle branches and most of Indonesian people love eating noodle.

All in all, the needs of the BIPA learner particularly for one-to-one teaching system have been discovered, and the first draft syllabus has been developed. However, these cover only the initial stages in designing a sound syllabus for the course. Furthermore, expert judgments and pilot study are necessary to conduct as the continuation of the curriculum development in general. Even though the course system is dedicated only for one single participant, it has to be professionally managed so that it can achieve its learning outcomes as an instruction as well as it can satisfy the learner as language service and promotion.

CONCLUSION

The number of BIPA learners might apparently be amplified in amount as well as the issues of TISOL will become greater in discussion, practices and research. Along with wider enterprise of BIPA/TISOL both at home and overseas, the teaching and learning process need to be well-planned and organized. This paper addresses to describe the preliminary study in designing syllabus for one-to-one Indonesian teaching using eclectic approach. Based on the need analysis, the learner characteristics, such as age, gender, proficiency, expectation, and motivation are revealed. The learning context are also collected to get what have been taught and its practices. The information resulted from need analysis are then as the considerations in formulating goal/objectives and selecting content and activities. The developed syllabus is a combination of task-based approach and structural-based syllabus. It covers accuracy and fluency in language learning as needed by the learner.

ACKNOWLEDGMENT

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