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ABSTRACT

The study is intended to investigate how the English syllabus applied at the State Vocational High School, Cimahi agrees with the curriculum developed by the vocational high school. The data gathered during the study was guided by the following two research questions: 1) to what extent does the EFL syllabus of Vocational high schools agree with the school-based curriculum? and 2) what are the teachers' perceptions of the existing syllabus?

This study uses a qualitative approach, particularly a case study. The data for the study were gained through analysis of the school-based curriculum and the English syllabus applied at the vocational high schools and interviews done with four English teachers at the research site.

The result of the study reveals that basically the English syllabus implemented in the school is in line with the demand of the school-based curriculum of Vocational High School. The contents of the syllabus are selected referring to the condition of the students to meet the standard competences outlined in the curriculum and achieve the aims of the school. Concerning the teachers' perceptions towards the existing syllabus, the result of the interview shows that in general, the teachers give positive responses with some suggestions and expectations for the improvement to be done in order to make it clearer and better. Besides, they also expect that the final examination can be conducted by the school instead of nationally.

Since this study does not include the implementation of the syllabus, further study is suggested be conducted in terms of the curriculum implementation and evaluation.

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AN EFL SYLLABUS FOR VOCATIONAL HIGH SCHOOLS: ITS RELEVANCE TO THE SCHOOL-BASED CURRICULUM AND THE TEACHERS' PERCEPTIONS OF THE SYLLABUS

(A case study at a State Vocational High School, Cimahi)

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