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Address
- English Education Study Program
  Faculty of Teachers Training and Education
  Mercu Buana University of Yogyakarta
  Jl. Wates Km.10 Yogyakarta 55753

Phones : (0274) 6498211, 6498212
Fax : (0274) 6498213
Email : jurnal.umby@gmail.com

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PREFACE

The challenges in the educational field trigger the researchers in the attempt of improving the education quality in Indonesia particularly, dealing with the methods and media used as well as the sources. *Journal of English Language and Education (JELE) Vol.2, No.1* provides articles which share ideas that hopefully they can give contribution to the education betterment by its new findings. This journal contains seven articles concerning on English language teaching and literature. They are categorized into content analysis, English syllabus, English literature, and techniques to teach English that aims to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the idea towards this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, June 2016

Editor
## DAFTAR ISI

<table>
<thead>
<tr>
<th>Halaman</th>
<th>Title</th>
<th>Author(s)</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>Editorial Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Preface</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Table of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>Content Analysis On English Module“Bahasa Inggris”</td>
<td>Dwi Aryani</td>
<td></td>
</tr>
<tr>
<td>11-17</td>
<td>Improving The Tenth Grade Students’ Writing Skill By Using Picture Series</td>
<td>Dwi Pratiwi</td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>The Effectiveness Of Think-Pair-Share In Improving Engineering Department Students Speaking Skill</td>
<td>Dyan Sari</td>
<td></td>
</tr>
<tr>
<td>26-32</td>
<td>Improving Students’ Speaking Skill By Using Their Spoken Audio Recording In The Middle School</td>
<td>Kristanto Wahyu Widyawan, Elysa Hartati</td>
<td></td>
</tr>
<tr>
<td>33-37</td>
<td>The Effectiveness Of Animation Video In Teaching Speaking To Junior High School</td>
<td>Kurniati</td>
<td></td>
</tr>
<tr>
<td>38-54</td>
<td>Redesigning English Syllabus And Lesson Plan For The First Graders Of Elementary School</td>
<td>Shinta Windyaningrum, Restu Arini</td>
<td></td>
</tr>
<tr>
<td>55-63</td>
<td>Designing English Learning Interactive Multimedia Based On The 2013 Curriculum</td>
<td>Syaiful Rohman Hidayat, Hermayawati</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>Notes for contributors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REDESIGNING ENGLISH SYLLABUS AND LESSON PLAN
FOR THE FIRST GRADERS OF ELEMENTARY SCHOOL

Shinta Windyaningrum¹, Restu Arini²

¹²English Education Study Program, Faculty of Teachers Training and Education, Mercu Buana University of Yogyakarta

¹shintawindyagmail.com
²restuarini@gmail.com

Abstract
The objectives of this research were: 1) to find out the strengths and weaknesses of English syllabus and lesson plan for the first graders used by the teacher in SD Panggang; (2) to explain the process of redesigning English syllabus and lesson plan for the first graders of elementary school. This research was conducted by using Research and Development (R&D) method which involved eight phases to redesign syllabus and lesson plan. The instruments were used to collect the data by interviewing, observing classroom, and analyzing syllabus and lesson plan. The subject of this research were 30 students consisting of male and female students. The result of this research showed that English syllabus and lesson plan had the strengths and weaknesses. There were the strengths of syllabus including basic competence, assessments, and learning source. Whereas, the weaknesses of English syllabus, there were learning material, learning activity, indicator, and time allocation. Moreover the strengths of lesson plan covered identity column, standard competence; basic competency, and source of learning. The last was the weaknesses of lesson plan consisting of indicators, learning objectives, learning material, steps of learning, and rubric assessments. Then, the result of implementation for the first graders of elementary school was good. The students were very enthusiastic, happy and fun when they learnt English based on their needs.

Keywords: lesson plan, research and development (r&d), school-based curriculum (ktsp), syllabus, young learners’ characteristics

INTRODUCTION
English is used as an international language which connects people from different geography backgrounds, religions, and cultures. For adapting development of the world, English is not only needed for adult but also young learners. In this case, the role of English is very important for them since they will face the globalization era. The impact of globalization can be found by the use of English both in written and spoken form in our daily life, for example when people go to public places such as mall, minimarket, they will find the written English there in the form of notice such as sold out, discount, close, open; name of things in the supermarket, café, restaurant, and rest room (for men or women). Besides, the use of English can also be found when people use computer, gadgets, watching movies, social media such as Facebook, twitter, path, and so on.

In preparing the young learners facing the globalization, the schools have to introduce English to the young learners earlier. Yet in Indonesia, English is introduced as extracurricular since the first grade of elementary school is only given thirty minutes in a week. The aims of introducing English for young learners in elementary school are not only to present but
also for organizing them to study at higher level that is Junior High School.

For supporting successful language teaching, the teachers have to make a guideline before doing teaching activity in the class. The guideline that includes course identity, course description, course outcomes, course plans, instructional strategies, teaching media and equipment, assignments, attendance, evaluation and grading, reference, class room rules of conduct (Murray, 1995), is made based on the curriculum which is described in the form of syllabus. Richard (2001:2) said that “a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested”. It is guidance for the teachers in teaching and learning process. Syllabus explains the competency that the students must have, how to achieve the competency, and how to measure the students’ competence. Further, the syllabus will be developed into lesson plan that contain more detail explanation about teaching activity in every meeting.

The makings of syllabus and lesson plan are not easy, this is evidenced by English teacher in SD Panggang who did not change and arrange it since four years ago. In this case, those documents must be updated based on the students’ needs annually so that the teacher is able to improve students’ skills in emphasizing good quality. Therefore, the researcher intends to redesign English syllabus and lesson plan in order to help the teacher and students do classroom activities well. It is expected that the redesigned syllabus and lesson plan can encourage the teacher to achieve the learning competences.

Syllabus

Syllabus is “a more detailed and operational elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level” (Dubin and Olshtain, 1986:35). It is particular outline from curriculum which has been planned in some materials to make the students know about what kinds of the materials to learn in two semesters or a year. Moreover, syllabus also constitutes the first product from curriculum development as a written plan in an education unit which must have relevance with curriculum.

Syllabus is part of the learning process which consists of components that relates to each other. In Indonesia, the making of syllabus includes eight components as follows; 1) standard competency: it refers to a minimum statement covering knowledge, skills, attitude, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing); 2) basic competence: it focuses on what learners are expected to do with the language; 3) learning material: it is the materials or lessons that the student have to learn in a learning process; 4) learning activity: it is an activity process designed to help the students improve their skills which is
aimed to achieve the basic competence; 5) indicator: it is a specific basic competence that can be taken as a standard to assess the attainment of a learning process; 6) assessment: it is measurement of students’ ability when mastering the material; 7) time allocation: it is the effective week for delivering the material in a semester; 8) learning source: it is a reference that is used by the teacher and students during teaching and learning process (Mulyasa, 2001). Those documents are as guidance in developing syllabus for all of levels.

Those components are in the form of systematic format and clear instruction. This format shows the form of presentation in the contents of syllabus while the systematic presentation of components relates to the order of the syllabus. Format syllabus is structured in the form of matrices to simplify the view of relation with each of other components.

Lesson Plan

Lesson plan is “an extremely useful tool that serves as combination guide, resource, and historical document, reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students” (Murcia, Donna, and Marguerite; 2001:403). It must be prepared before performing in the classroom. It involves the learning objectives, methods, selecting or arranging subject matters, tasks, and learning media to get successfully in teaching.

Lesson plan is as the teachers’ guide to develop teachers’ skill in the way of teaching in the class. It describes about what the students have to learn, how the goal will be achieved, and a way of measuring how well the goals was achieved (test, worksheet, homework, etc.) in the written of teachers’ plan. Mishra (2008:249) says that “good lesson plan do not ensure students will learn what is intended, but they certainly contribute to it”. It means that lesson plan is a way of communicating to students, without doubt in the class, and also the students comprehend in developing the material given by teacher.

When designing the lesson plan, the teacher will get new experience in organizing content, materials, and methods. “…you will get better at it the more you do it and think of ways of improving your planning and teaching based on feedback from your students, their parents, and other teachers” (Mishra, 2008:250).

From the definition of lesson plan, it can be stated that lesson plan is one of important markers along the way to become a professional teacher. It is also as task for education teacher to make a planning to teach students before entering in the classroom activity.

School-Based Curriculum

School-based curriculum (SBC) is also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP) which is an operational curriculum that is implemented in each educational institution (school) in Indonesia.
SBC is designed in order that every school can develop the teaching and learning process according to the student’s character and situation of school. As a result, the teacher can develop her/his methods and techniques in the teaching and learning process and increase the students’ competencies. Mulyasa (2001:45) states that “KTSP is the content standard for each primary and secondary education which involves the minimum materials and the competence level to achieve the graduates’ competence at certain kind and level of education”. It means that the standard competence of graduate is the guidance to determine the graduation of the students which is suspended on how the students can master each competency of study: the cognitive (knowledge), affective (attitude), and psychomotor (skills) side of the students.

In the relevancy with KTSP, the development of national level curriculum is done in order to develop the educational national standard at which this time, it includes the graduate standard competency (Standar Kompetensi Lulusan) and content standard (Standard Isi) for each unit of education at each level and type of education, especially in the level of national education such as SD/ MI/ SDLB, SMP/ Mts/ SMPLB, SMA/ MAS/ SMALB, and SMK/ MAK.

Meanwhile, KTSP of primary and secondary education is developed by the school and school committee based on the competency standards and content standards as well as curriculum guides which is made under the National Professional Certification Agency (Badan Nasional Sertifikasi Profesi). English stated in the standard of content (Permendiknas, number 22 year 2006) is learned at elementary school-two hours in a week as local content or “Muatan Lokal (MULOK)” for classes IV, V, VI, at junior high schools-four hours in a week except for language program in senior high school-five hours in a week.

It can be stated that SBC is a guidance for the teacher in determining his/her ways or strategies in doing the teaching and learning process and it is also the guidance for the students in achieving what they expect in their learning process.

**METHOD**

This research was categorized as Research and Development (R&D) which was aimed to develop product as valid. It was aimed to redesign syllabus and lesson plan in two semesters for the first grade in SD Panggang, Bantul, Yogyakarta.

The researcher applied combination of two models, they were Instructional System Design (ISD) model and ADDIE model since the researcher needed more steps of this research for developing syllabus and lesson plan. She used five phases of ADDIE model; there were analysis, design, development, implementation, and evaluation. Then, the researcher wanted to know the effectiveness of redesigning syllabus and lesson plan for the users; hence, she needed three steps in this research design; namely develop and
construct formative evaluation of instruction; revise instruction; and final products. Those phases were taken by Dick and Carey’s model.

Finally the researcher conducted eight stages in redesigning syllabus and lesson plan, they were analysis, design, development, expert validation, implementation/try-out, evaluation, revision and the final product. It was aimed to get perfection and effectiveness in this research.

FINDINGS AND DISCUSSION
The Process of Redesigning English Syllabus and Lesson plans

a. Analysis Phase
The analysis phase was intended to find out data concerning with the problems in SD Panggang. The researcher selected the data by interviewing with an English teacher, observing classroom, and analyzing English syllabus and lesson plans that were used as the documents analysis in this research.

1) The Result of Interview
The interview was aimed at getting information about English teaching and learning activity for the first graders of SD Panggang. It was started at 10.00 a.m. until 10.40 a.m. on March 17th, 2015 in the teacher’s room. The topic of interview concerned with the impact of the changing of 2013 curriculum for English subject, the difficulties that were faced by the teacher when teaching English, how to teach English to young learners, teaching and learning process, and the teachers’ documentation such as syllabus and lesson plans.

Based on the result of the interview, the researcher found the problems concerning the teachers’ administration, there were still preparing documentation such as syllabus and lesson plans. The teacher did not improve syllabus and lesson plans for guiding in teaching-learning activity annually. So the researcher was interested to redesign syllabus and lesson plans for helping the teacher in developing syllabus and lesson plans well. The researcher believed that the syllabus and lesson plans have important role in teaching and learning process.

2) The Result of Observation
After interviewing, the researcher conducted the observations in the first graders of class which was aimed to get clear picture about classroom setting, the students’ behavior in the classroom, teaching and learning process.

a) Classroom Observation
The researcher observed the first graders who studied in a medium-size classroom. The classroom has one big blackboard, one teachers’ desk, and one teachers’ chair located at opposite the students’ chairs. It consists of fifteen tables and thirty chairs for the students. Moreover, there are accessories on the wall such as photos of president and vice president,
students’ paintings, fold bags for keeping students’ activity books, and some pictures that make class beautiful. The students consisted of 16 female students and 14 male students who study in the classroom happily. The figure below gives clear illustration on the classroom layout in SD Panggang.

b) The Students Classroom Behavior

The first graders students are six to seven-years old learners who had a lot of energy, emotional, spirit, and imagination. Most of students in SD Panggang were very active physically such as moving around the class, disturbing others students, and talking a lot in the class. On the other hand, some of them were uncommunicative with their friends. The condition of class was very crowded and noisy because the students always talked to their friends. Although it was very noisy, they could pay attention to the teacher and followed the instruction. They were enjoying and happy when they sang together.

Based on the result of observation above, it could be concluded that every student has different characteristics. Most of students like action activities when they learnt English like game, singing, and grouping. Those methods were able to be used by the teacher in introducing English for the beginner students of elementary school.

c) Teaching and Learning Process

The researcher focused on the learning activity which was done in thirty minutes. It began at 11.00 a.m. until 11.30 a.m. on March 24th, 2015 after finishing the lesson. The researcher found out that the teacher did not use game such as media and various activities. She only asked the students to sing together and answered some questions. The researcher considered that this activity would make the students passive and unconfident to demonstrate their skills in English. The researcher should be more creative in selecting media and method for improving the students’ skills such as showing the pictures, flashcards, game, and quiz. It makes the students interested and lively in classroom.

3) The Result of Documents analyzed

a) The Instrument Analysis Result of SD Panggang’s Syllabus for the First Graders

Here, the researcher explained the instrument analysis result of SD Panggang’s syllabus used by the English teacher in more detail. This instrument below was the analysis of the researcher.
Talking about the rubric of scoring, the instrument analysis result of syllabus in SD Panggang was formulated as follows: a) score 1: many mistakes in explaining the content of syllabus; b) score 2: it was not suitable with the syllabus development theories and need revision more; c) score 3: almost description was good but find out the mistakes; d) score 4: it matched with the theories of syllabus development; e) score 5: it was suitable with the theory of syllabus development and absolute.

Table 1, the instruments of syllabus development by the researcher

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<thead>
<tr>
<th>NO</th>
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<tr>
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<tr>
<td>2</td>
<td>Kesesuaian antara KD dengan indicator</td>
<td>√</td>
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<tr>
<td>3</td>
<td>Kesesuaian antara KD dengan materi pokok</td>
<td>√</td>
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<tr>
<td>4</td>
<td>Kesesuaian antara KD dengan kegiatan pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Kesesuaian antara karakteristik peserta didik dengan kegiatan pembelajaran</td>
<td>√</td>
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<tr>
<td>6</td>
<td>Keruntuhan atau sistematika langkah-langkah dalam kegiatan pembelajaran</td>
<td>√</td>
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<tr>
<td>7</td>
<td>Kesesuaian antara KD, indikator, dengan alokasi waktu</td>
<td>√</td>
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<tr>
<td>8</td>
<td>Kesesuaian antara kegiatan pembelajaran dengan metode pembelajaran</td>
<td>√</td>
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<tr>
<td>9</td>
<td>Kesesuaian antara kegiatan pembelajaran dengan media pembelajaran</td>
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</tr>
<tr>
<td>10</td>
<td>Kejelasan identitas mata pelajaran</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>Ketepatan perumusan kompetensi dasar</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>Ketepatan menentukan indicator</td>
<td>√</td>
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<tr>
<td>13</td>
<td>Ketepatan perumusan indikator hasil belajar</td>
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<tr>
<td>14</td>
<td>Ketepatan pemilihan media pembelajaran</td>
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<td>15</td>
<td>Ketepatan pemilihan sumber belajar</td>
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<td>16</td>
<td>Ketepatan pengembangan evaluasi</td>
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<td>17</td>
<td>Ketepatan pengalokasian waktu</td>
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<tr>
<td>18</td>
<td>Kerapian penulisan silabus</td>
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Note: Score 1: bad  Score 2: poor  Score 3: Sufficient  Score 4: Good  Score 5: Excellent

Based on the explanation above, it concluded that SD Panggang’s syllabus; they were basic competency, assessment, and learning source. Those syllabus was found the strengths and weaknesses the development of components. The strengths components of syllabus have three weaknesses of syllabus covered four weaknesses of
syllabus, there were learning material, learning activity, indicator, and time allocation.

b) The Instrument Analysis Result of SD Panggang’s Syllabus for the First Graders

Lesson plan was a teachers’ plan for teaching which was arranged for guiding the teacher in learning activity process. Lesson plans was developed and designed based on syllabus by the teacher. This phase discussed about the result instrument of analysis SD Panggangs’ lesson plan based on the aspects criteria as follows:

The instrument score of analysis SD Panggang’s lesson plan was the same with the syllabus instrument as stated;

a) score 1: many mistakes in explaining the content of syllabus; b) score 2: it was not suitable with the syllabus development theories and need revision more; c) score 3: almost description was good but find out the mistakes; d) score 4; it matched with the theories of syllabus development; e) score 5: it was suitable with the theory of syllabus development and absolute.

### Tabel 2. The Instruments of Lesson Plans Development By The Researcher

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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Ketepatan menentukan indikator.</td>
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<tr>
<td>3</td>
<td>Kesesuaian strategi pembelajaran dengan indikator yang dipilih.</td>
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<td>4</td>
<td>Kesesuaian metode pembelajaran yang dipilih.</td>
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<tr>
<td>5</td>
<td>Kejelasan perumusan kompetensi dasar, hasil belajar, dan indikator hasil belajar.</td>
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<tr>
<td>6</td>
<td>Kesesuaian uraian materi dengan indikator hasil belajar.</td>
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<tr>
<td>7</td>
<td>Kesesuaian latihan dengan indikator hasil belajar.</td>
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<tr>
<td>8</td>
<td>Kesesuaian pekerjaan rumah atau tugas dengan indikator.</td>
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<td>9</td>
<td>Kejelasan petunjuk dalam setiap kegiatan pembelajaran.</td>
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<td>10</td>
<td>Ketepatan penentuan langkah-langkah pembelajaran.</td>
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<td>14</td>
<td>Ketepatan pemilihan media pembelajaran.</td>
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<td></td>
<td>Ketepatan pengembangan jawaban materi</td>
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<tr>
<td>15</td>
<td>pelajaran yang sesuai untuk mencapai indikator.</td>
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<tr>
<td></td>
<td>Ketepatan menentukan bentuk penilaian</td>
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<tr>
<td>16</td>
<td>yang cocok untuk mengetahui ketercapaian setiap indikator yang ditentukan.</td>
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</table>
It can be concluded that the lesson plans was considered good because it was suitable with the written syllabus and matched with the other lesson plans components. Besides, almost all of the instruction and description in SD Panggang’s lesson plans were not clear explained in several components. Those components covered six of the weaknesses in lesson plans; they were topic, indicator, learning objectives, learning material, steps of learning activity, and rubric evaluation. They were too general, whereas it should be specific.

b. Design Phase
1) Syllabus design phase
   After collecting the data concerned with the analysis of SD Panggang’s syllabus through the instruments, the researcher formulated the strengths and the weaknesses in SD Panggang’s syllabus. The researcher found that the strengths of SD Panggang’s syllabus were basic competency, assessments, and learning source. They matched with the standard of competency, so the researcher did not change any components of syllabus.

   Meanwhile, the weaknesses of SD Panggang’s syllabus were found which have not completed the criteria of components. After finding out the weaknesses of the syllabus, the researcher redesigned four weaknesses of syllabus; there were learning material, learning activity, indicator, and time allocation.

   From the redesigning syllabus, it could be concluded that syllabus have five weaknesses of components, they were learning material, learning activity, indicator, and time allocation. Those components have to changed and redesigned well in order to improve the students’ skill during their studying.

2) Lesson plans design phase
   Based on the analysis of the lesson plans’ instrument, the strengths and weaknesses of lesson plans in SD Panggang were found finally. The strengths of lesson plans were standard of competency, basic competence, learning method, assessments form, learning source, and learning media. Those components of lesson plans were good which was appropriate with syllabus.

   Finally, it could be concluded that the design phase have five weaknesses of lesson plans, there were indicator, learning objectives, learning material, steps of
learning activity, and rubric evaluation. So, those weaknesses redesigned effectively which was aimed to improve the quality lesson plans. It redesigned especially for the teachers or users in teaching the first graders of primary school.

c. Development Phase

1) The development of syllabus

   Based on the result redesigned English syllabus, it matched with the Mulyasa’s the principles of syllabus developments. There are nine principles; namely scientific, relevant, flexible, continuity, consistent, adequate, actual and contextual, effective, and efficiency.

2) The Development of Lesson Plan

   After finishing the development of syllabus, the researcher developed lesson plan in SD Panggang which was influenced by the syllabus. The syllabus became the main source and guide in developing the lesson plan. The lesson plan was developed based on the basic competence instead of total of the meetings. The content of lesson plan was mainly the elaboration of the syllabus. Furthermore, the format of lesson was descriptive qualitative which followed the standard lesson plan based on school-based curriculum. The components of lesson plan included identity (a school identity, subject, class/semester, standard competency, and time allocation), basic competence, indicator, learning objective, learning material, steps of learning activity, learning method, learning source, media, and assessment. There were two meeting for one lesson plan and one basic competence. In addition, the topic and skills of language learning were integrated in a meeting. The procedures of developing the lesson plan were not really different with the procedures of developing the syllabus. The lesson plan was developed directly from the syllabus.

d. Experts Validation Phase

   Validation phase was an assessment process that was finished by the experts to measure the redesigned of syllabus and lesson plans validity. These activity was done to review redesigned those documents and then gave the feedback for revising. In this case, the researcher needed critics, opinions, and suggestions by them to get good quality products for the users or English teacher of elementary school.

   Based on the result experts’ validation, it could be concluded that the syllabus and lesson plans have to revise based on the experts’ suggestions. It was aimed to improve syllabus and lesson plans of quality and validity. Besides, the researcher knew some mistakes about the result redesigned of syllabus and lesson plan that has been developed based on the students’ needs and their level as the object of this research.

The Result of Implementation of Redesigned English Syllabus and Lesson
plans for the First Graders of Elementary School.

a. Implementation/Try-out Phase

The next stage was implementation or try-out phase. The results of redesigned English syllabus and lesson plans have to be tried out to students in the class. It means that the material will be used as resources in learning activity based on the redesigned lesson plans that were made. The aim of having a try-out in the first graders was to find out the effectiveness of redesigned lesson plans in improving the students’ skill in English learning.

The researcher implemented or tried out the result of redesigned English syllabus and lesson plans with thirty students, especially the first graders of elementary school in SD Panggang. She conducted the try-out in two meetings; on January, 28th 2015 and February, 7th 2015. Then, she implemented the result of redesigned those documents in the second semester in the academic years 2014/2015. In this steps, the researcher chose on listening skills and introduces “days” as the topic of the material.

The researcher summarized that the students were enthusiastic and enjoyable when studying materials were. She used some media and method teaching for getting their attention in introducing the material. It involved singing a song, game, and mind mapping. Those activities were able to invite the students more active in the class.

b. Evaluation Phase

Here, the researcher conducted two evaluations to develop syllabus and lesson plans by the experts’ feedbacks and students’ response after implementing in the class. It was aimed to get the perfection in redesigning syllabus and lesson plans to be appropriate with students’ characteristics as young learners who studied English as a foreign language in the primary school.

Firstly, the researcher got many suggestions and mistakes related with redesigned syllabus and lesson plans that those documents did not match based on the standard competency, basic competence, and students’ characteristics. As stated in the expert validation phase that the redesigned syllabus and lesson plans have many weaknesses in developing documents. The syllabus have three weaknesses components of syllabus development as follows; 1) the indicator did not match with the standard of competency and basic competence; 2) the learning materials were not clear explained and there was no specific material; 3) the learning activities should be began with the words “student oriented”; and 4) assessments should be formulated based on the standard of competency, basic competence, and indicator.

Those evaluations were taken from the experts’ suggestion. The researcher changed syllabus and lesson plans in order to get good quality products validity. Here, the pictures below of the first redesigned syllabus and the second redesigned syllabus.
Talking about the redesigned lesson plans, it was good in developing lesson plans but some components should be improved more based on the standard of competency and basic competence. The researcher evaluated the redesigned lesson plans as follows: the time allocation in the learning activities should not be described cumulative to avoid the teacher stuck on the time; the learning objectives should be formulated based on the learning activities that were set; the material should be involve the examples of target vocabularies that would be learned; the formulated of learning method should...
match with the learning activities; and so on (see appendixes 7 and 8; the validation form by the experts’ suggestion). So, the researcher redesigned the lesson plans based on the weaknesses of the lesson plans which were aimed to help the teacher in developing the lesson plans correctly.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| Kegiatan Guru | Kegiatan Siswa | Alat/ Akesi Waktu (menit)
|---------------|----------------|-----------------|
| 1. Meninjau ulang pelajaran sebelumnya | 1. Mencari tujuan kegiatan guru | 3
| 2. Mencari kesalahan dalam pelajaran | 2. Mencari tujuan kegiatan siswa | 3
| 5. Menyampaikan materi secara mandiri | 5. Menyampaikan materi secara mandiri | 3

**Fig. 5.** The first redesigned lesson plans sample

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

| Kegiatan Guru | Kegiatan Siswa | Alat/ Aksesi Waktu (menit)
|---------------|----------------|-----------------|
| 1. Meninjau ulang pelajaran sebelumnya | 1. Mencari tujuan kegiatan guru | 3
| 2. Mencari kesalahan dalam pelajaran | 2. Mencari tujuan kegiatan siswa | 3
| 5. Menyampaikan materi secara mandiri | 5. Menyampaikan materi secara mandiri | 3

**Fig. 6.** The second redesigned lesson plans sample
The second was the evaluation from the students’ response when applied the redesigned syllabus and lesson plan in the class. The researcher implemented for the first graders in two meetings. The conclusion from the implementation phase, it could be concluded that the activity was not interesting to the students and confusing them when they were given the instruction. The class situation was very crowded and noisy during the learning process. She could not improve the students’ skills in the first meeting because she could not manage the classroom. After that, she redesigned more lesson plans based on the students’ potential and characteristics that they needed various methods and media in English learning. In the second meeting, the researcher could ask the students to follow the researcher’s instruction by telling a story about daily activity which related with the name of days. That activity could be used as a measurement and evaluation whether or not the students understood about the materials.

c. Revise Instruction Phase

The final step was revising the instruction. “Data from the formative evaluation are summarized and interpreted to attempt to identify difficulties experienced by learners in achieving the objectives and to relate these difficulties to specific deficiencies in the instructions” (Dick & Carey, 2001:8). It means that the data was obtained by the experts such as critics or opinion that should be revised, so the researcher has to revise based on the experts’ feedback. The revision itself was aimed to improve good quality the redesigned syllabus and lesson plan.

After that, the researcher found out the strengths and weaknesses of lesson plan. There were found the strengths of lesson plan included identity column, standard of competency; basic competence, and learning source. Addition, for the weaknesses of lesson plan were indicators, learning objectives, learning material, steps learning, and rubric assessments.

After conducting analyses of those documents, this research conducted combinations both Dick and Carey’s model and ADDIE model for redesigning English syllabus and lesson plan during two semesters. There were analysis, design, development, validation experts, implementation, revise instruction, evaluation, and final product.

The last one was the result of redesigned English syllabus and lesson plan which were conducted for the first graders of elementary school especially SD Panggang. The students were included thirty young learners consisting of female and male students. During the learning activity, they felt enjoy, happy, and excited when learnt English language. Having tried out in the class, the researcher used game and singing a song as methods of learning in order that the the students are able to improve their skills.

d. Final Product Phase

The researcher presented the final products which were presenting the result of redesigned English syllabus and lesson plans
that have been revised based on the experts’ feedback. In this research, the researcher would like to present redesigned those documents and final product that was revised. Those products were ready to use the teacher/s or the users who teach for the first graders of elementary school based on School-based Curriculum. It also useful for the teacher as the teachers’ administration and the guidance of teaching and learning activity especially introduce of English for their beginner students.

Fig. 7 the final product redesigned syllabus for the first graders.

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**BENCANA PELAKSANAAN PENBELAJARAN (BPP)**

Nama Suhailah: SD Panggang
Nama Pelaksana: Siti M. Sumarion
Ketua Desa: Siti M. Sumarion
Kasubb: M. Sumarion
Alokasi: Waktu: 453 minggu

I. Standar Kompetensi
1. Menulis baku, tata bahasa yang benar dan tepat

II. Kompetensi Dasar
1. 1 Memahami dan mengenali berbagai konsep dasar

III. Indikator
1. 1. 1 Menentukan konsep dasar
1. 1. 2 Memahami konsep dasar

IV. Tujuan Pelaksanaan
1. 1. 1 Memahami konsep dasar
1. 1. 2 Memahami konsep dasar

V. Materi Pelaksanaan

VI. Langkah-langkah Keputusan Pelaksanaan

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Fig. 8, the final products redesigned lesson plans for the first graders.
CONCLUSION

The purposes of this study were to find out the strengths and weaknesses of English syllabus and lesson plans used by SD Panggang. It also aimed to present the redesigned English syllabus and lesson plans for the first graders of elementary school.

The researcher found the strengths of SD Panggang’s English syllabus, there were basic competence, assessment, and learning source. Those components matched with the standard of competency and considered good. Whereas, the research identified four weaknesses of syllabus which contained learning materials, learning activity, indicators, and time allocation. They were unclear and specific.

Similar to the syllabus of SD Panggang. The English of lesson plans also had strengths and weaknesses. The strengths included identity column, standard competence, basic competence, and learning source, while the weaknesses were indicators, learning objectives, learning material, steps learning, and rubric of assessments.

Based on the need analysis, the researcher redesigned English syllabus and lesson plans which would be used for the first graders of elementary school of SD Panggang. The redesigned English syllabus and lesson plans developed based on School-based Curriculum (SBC) which is applied in that school. Further, the researcher redesigned syllabus refers to a guidance syllabus development which is recommended by SBC. It can be used in learning process effectively.

Whereas, the redesigned lesson plans for the first graders was arranged based on the result redesigned syllabus and arranged the steps of teaching and learning activity in order to the implementation can achieve the result that was hoped.

Finally, the researcher presents some suggestions for English teachers and the future researchers who have similar topic to this research.

1. For the English teachers: teachers are suggested redesigned lesson plans based on the result of classroom analysis and students’ characteristics. Since the material and media were well-explained so it would be effective in achieving the teaching and learning activity. The researcher hope that the teacher can design their own lesson plans since only she/he are known about their students such as the students’ characteristics, the behavior in the classroom, the ability of students, the selecting of material, and so on.

2. For the researcher: it is recommended for the next relevant researcher to design the English material or media based on the redesigned English syllabus in SD Panggang. The researcher can create the English material since the students did not get proper material which is able to design the interesting book or worksheet’s students for both the teacher and learners. Moreover, the researcher may add some more media such as flashcards, games, and song based on the
theme or topic which are needed by the students.

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NOTES FOR CONTRIBUTORS
Submissions are invited in the following categories:

Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font. Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

The article should be systematically arranged as follows: (a) title, (b) full name of the contributor with no academic title, institution and email address, (c) abstract (150-250 words), (d) keywords (5 words), (e) introduction covering the background, review of related literature, purpose and scope, (f) methods, (g) findings and discussion, (g) conclusion and suggestion, and (h) references. All references cited should be listed alphabetically at the end of the article. Here are some examples.

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