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Journal of English Language and Education (JELE), to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

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

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REDESIGNING ENGLISH SYLLABUS AND LESSON PLAN FOR THE FIRST GRADERS OF ELEMENTARY SCHOOL

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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; (3) to present the result of the implementation 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 (kts), 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

NO	ASPEK YANG DINILAI	SKOR PENILAIAN				
		1	2	3	4	5
1	Kesesuaian antara Standar Kompetensi (KD) dan Kompetensi Dasar (KD)					√
2	Kesesuaian antara KD dengan indicator		√			
3	Kesesuaian antara KD dengan materi pokok			√		
4	Kesesuaian antara KD dengan kegiatan pembelajaran			√		
5	Kesesuaian antara karakteristik peserta didik dengan kegiatan pembelajaran				√	
6	Keruntutan atau sistematika langkah-langkah dalam kegiatan pembelajaran			√		
7	Kesesuaian antara KD, indikator, dengan alokasi waktu			√		
8	Kesesuaian antara kegiatan pembelajaran dengan metode pembelajaran			√		
9	Kesesuaian antara kegiatan pembelajaran dengan media pembelajaran				√	
10	Kejelasan identitas mata pelajaran				√	
11	Ketepatan perumusan kompetensi dasar					√
12	Ketepatan menentukan indicator		√			
13	Ketepatan perumusan indikator hasil belajar		√			
14	Ketepatan pemilihan media pembelajaran				√	
15	Ketepatan pemilihan sumber belajar				√	
16	Ketepatan pengembangan evaluasi				√	
17	Ketepatan pengalokasian waktu			√		
18	Kerapian penulisan silabus			√		

Note: Score 1: bad Score 4: Good
 Score 2: poor Score 5: Excellent
 Score 3: Sufficient

Based on the explanation above, it concluded that SD Panggang's syllabus was found the strengths and weaknesses the development of components. The strengths components of syllabus have three weaknesses of

syllabus; they were basic competency, assessment, and learning source. Those components were suitable with the standard of competency and basic competence. Then the 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

No	ASPEK YANG DINILAI	SKOR PENILAI				
		1	2	3	4	5
1	Ketepatan menentukan Standar Kompetensi (SK) dan Kompetensi Dasar (KD).				√	
2	Ketepatan menentukan indikator.			√		
3	Kesesuaian strategi pembelajaran dengan indikator yang dipilih.			√		
4	Kesesuaian metode pembelajaran yang dipilih.			√		
5	Kejelasan perumusan kompetensi dasar, hasil belajar, dan indikator hasil belajar.		√			
6	Kesesuaian uraian materi dengan indikator hasil belajar.		√			
7	Kesesuaian latihan dengan indikator hasil belajar.		√			
8	Kesesuaian pekerjaan rumah atau tugas dengan indikator.		√			
9	Kejelasan petunjuk dalam setiap kegiatan pembelajaran.		√			
10	Ketepatan penentuan langkah-langkah pembelajaran.		√			
11	Ketepatan pemilihan sumber belajar.				√	
12	Ketepatan pengembangan evaluasi.			√		
13	Ketepatan pengalokasian waktu.				√	
14	Ketepatan pemilihan media pembelajaran.			√		
15	Ketepatan pengembangan jawaban materi pelajaran yang sesuai untuk mencapai indikator.			√		
16	Ketepatan menentukan bentuk penilaian yang cocok untuk mengetahui ketercapaian setiap indikator yang ditentukan.			√		

17	Kesesuaian antara KD dengan materi pokok	√
18	Kesesuaian antara karakteristik peserta didik dengan kegiatan pembelajaran.	√
19	Kesesuaian antara kegiatan pembelajaran dengan metode dan media.	√
20	Kerapian penulisan RPP	√

Note: Score 1: Bad
 Score 2: Poor
 Score 3: Sufficient
 Score 4: Good
 Score 5: Excellent

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.

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.

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

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.

SILABUS

Sekolah : SD PANGGANG
Kelas : I (Satu)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Mendengarkan

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon dengan mengulang kosakata baru dengan ucapan lantang	<p><u>Perkenalan</u> (introduction)</p> <p>Contoh : Guru: Hello! Siswa: Hi!</p> <p>Guru: What is your name? Susi : I am Susi</p>	<ol style="list-style-type: none"> Siswa mendengarkan kosakata baru yang di ucapkan guru atau didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar Siswa menirukan dengan mengulang kosakata baru dengan suara lantang Siswa menulis kosakata baru sesuai yang diucapkan guru 	<ul style="list-style-type: none"> Mengulang kosakata baru dengan suara lantang dan pengucapan bahasa Inggris yang benar sesuai yang diucapkan guru atau didengar dari kaset/CD Menulis kosakata baru sesuai dengan instruksi sangat sederhana Melengkapi percakapan dialog yang sesuai instruksi sederhana 	Tes tulis	Melengkapi percakapan dialog	Please complete the dialog! Ana: Hi! I am Ana Ira: Hello.	2 x 35 menit	<ul style="list-style-type: none"> Gambar-gambar/ benda terkait Rekaman kaset/CD Buku teks

Fig. 3, the first redesigned syllabus sample based on school-based curriculum.

SILABUS

Sekolah : SD PANGGANG
Kelas : I (Satu)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)

Standar Kompetensi Mendengarkan : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Berbicara : 2. Mengungkapkan informasi sangat sederhana dalam konteks kelas
Membaca : 3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Menulis : 4. Menjeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon dengan mengulang kosakata baru dengan ucapan lantang	<p><u>Greetings</u> (sapaan)</p> <p>Contoh: Guru: Hello! Siswa: Hi!</p> <p>Guru: Good morning Siswa: Good morning</p>	<ol style="list-style-type: none"> Siswa mendengarkan kosakata baru yang diucapkan guru atau didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar Siswa menirukan dengan mengulang kosakata baru dengan suara lantang Siswa mengidentifikasi kosakata yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang 	<ul style="list-style-type: none"> Menirukan kosakata baru sesuai yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang Mengucapkan kosakata baru dengan pengucapan bahasa Inggris yang benar Mengidentifikasi kosakata baru sesuai instruksi sangat sederhana 	Tes lisan	Merespon dengan mengulang secara lisan	Listen to the words and repeat. Guru: crayon Murid: (mengulang dengan ucapan lantang)	4 x 35 menit	<ul style="list-style-type: none"> Gambar-gambar/ benda terkait Rekaman kaset/CD Buku teks
1.2 Merespon dengan melakukan tindakan sesuai instruksi secara	<p><u>Classroom Language</u></p> <p>Contoh:</p>	<ol style="list-style-type: none"> Siswa menirukan instruksi sederhana yang diucapkan guru atau didengar dari 	<ul style="list-style-type: none"> Merespon dengan melakukan 	Unjuk kerja	Responding	Listen to the instructions and follow them.	4 x 35 menit	<ul style="list-style-type: none"> Rekaman kaset/CD Buku teks

Fig. 4, the second redesigned syllabus sample based on school-based curriculum

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)

Nama Sekolah : SD Panggang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : I/1
Keterampilan : Mendengarkan
Topik : Perkenalan (*introduction*)
Alokasi Waktu : 2x35 menit

I. Standar Kompetensi
1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

II. Kompetensi Dasar
1.1 Merespon dengan mengulang kosakata baru dengan ucapan lantang

III. Indikator
1.1.1 Mengulang kosakata baru dengan suara lantang dan pengucapan bahasa Inggris yang benar sesuai yang diucapkan guru atau didengar dari kaset/CD
1.1.2 Menulis kosakata baru sesuai dengan instruksi sangat sederhana
1.1.3 Melengkapi percakapan dialog yang sesuai instruksi sederhana

IV. Tujuan Pembelajaran
1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang dan pengucapan bahasa Inggris yang benar sesuai yang diucapkan guru atau didengar dari kaset/CD
2. Siswa dapat menulis kosakata baru sesuai dengan instruksi sederhana
3. Siswa dapat melengkapi percakapan dialog yang sesuai instruksi sederhana

V. Materi Pembelajaran
Perkenalan (*introduction*)

VI. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu (menit)
Kegiatan Pendahuluan		
1. Memberi salam kepada siswa	1. Menyambut salam kepada guru	1
2. Menanyakan kabar siswa	2. Menjawab sapaan guru	1
3. Berdoa bersama sebelum materi dimulai	3. Berdoa bersama	1
4. Memeriksa kehadiran siswa	4. Merespon presensi	2
5. Menyapa siswa dengan cara memperkenalkan diri berkaitan dengan materi yang akan dibahas	5. Mendengarkan dan merespon apa yang diucapkan oleh guru	3

Fig. 5, the first redesigned lesson plans sample

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SD Panggang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : I/1
Keterampilan : Mendengarkan
Topik : *Greetings*
Alokasi Waktu : 4x35 menit

I. Standar Kompetensi
1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

II. Kompetensi Dasar
1.1 Merespon dengan mengulang kosakata baru dengan ucapan lantang

III. Indikator
1.1.1 Menirukan kosakata baru sesuai yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang
1.1.2 Mengucapkan kosakata baru dengan pengucapan bahasa Inggris yang benar
1.1.3 Mengidentifikasi kosakata baru sesuai instruksi sangat sederhana

IV. Tujuan Pembelajaran
1. Siswa dapat mengingat dan menghafal lebih cepat dengan cara menyanyi
2. Siswa dapat bekerjasama dan saling membantu dalam melaksanakan perintah guru secara group
3. Siswa dapat merespon lebih cepat dan mengembangkan keterampilan mendengarkan dengan menggunakan permainan (mencari kosakata bahasa Inggris) sesuai yang diucapkan guru

V. Materi Pembelajaran
Greetings (sapaan)

Hello! - Good Morning - Good Evening - Good Bye Hi! - Good Afternoon - Good Night - Bye, etc.
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VI. Langkah-langkah Kegiatan Pembelajaran

↳ Pertemuan 1

Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu (menit)
Kegiatan Pendahuluan		
1. Memberi salam kepada siswa	1. Menyambut salam kepada guru	10
2. Menanyakan kabar siswa	2. Menjawab sapaan guru	
3. Berdoa bersama sebelum materi dimulai	3. Berdoa bersama	
4. Memeriksa kehadiran siswa	4. Merespon presensi	
5. Menyapa siswa dengan menyanyikan lagu tentang <i>greetings</i>	5. Mendengarkan dan memperhatikan apa yang diucapkan oleh guru	
Kegiatan Inti		
1. Mengajak siswa menyanyi bersama dengan suara lantang serta memperhatikan kosakata yang diucapkan siswa jika ada pengucapan yang salah	1. Menyanyi bersama dengan suara lantang dengan pengucapan bahasa Inggris yang benar	50

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.

SILABUS

Sekolah : SD PANGGANG
Kelas : I (Satu)
Mata Pelajaran : BAHASA INGGRES
Semester : 1 (Satu)

Standar Kompetensi
Mendengarkan : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Berbicara : 2. Mengungkapkan informasi sangat sederhana dalam konteks kelas
Membaca : 3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Menulis : 4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon dengan mengulang kosakata baru dengan ucapan lantang	<i>Greetings</i> (sapaan) Contoh: Guru: <i>Hello!</i> Siswa: <i>Hi!</i> Guru: <i>Good morning</i> Siswa: <i>Good morning</i>	1. Siswa mendengarkan kosakata baru yang diucapkan guru atau didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar 2. Siswa menirukan dengan mengulang kosakata baru dengan suara lantang 3. Siswa mengidentifikasi kosakata yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang	• Menirukan kosakata baru sesuai yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang • Mengucapkan kosakata baru dengan pengucapan bahasa Inggris yang benar • Mengidentifikasi kosakata baru sesuai instruksi sangat sederhana	Tes lisan	Merespon dengan mengulang secara lisan	<i>Listen to the words and repeat.</i> Guru: <i>crayon</i> Murid: <i>(mengulang dengan ucapan lantang)</i>	4 x 35 menit	• Gambar-gambar/ benda terkait • Rekaman kaset/CD • Buku teks
1.2 Merespon dengan melakukan tindakan sesuai instruksi secara	<i>Classroom Language</i> Contoh:	1. Siswa menirukan instruksi sederhana yang diucapkan guru atau didengar dari	• Merespon dengan melakukan	Unjuk kerja	<i>Responding</i>	<i>Listen to the instructions and follow them.</i>	4 x 35 menit	• Rekaman kaset/CD • Buku teks

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

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SD Panggang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : I/1
Keterampilan : Mendengarkan
Topik : *Greetings*
Alokasi Waktu : 4x35 menit

I. Standar Kompetensi
1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

II. Kompetensi Dasar
1.1 Merespon dengan mengulang kosakata baru dengan ucapan lantang

III. Indikator
1.1.1 Menirukan kosakata baru sesuai yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang
1.1.2 Mengucapkan kosakata baru dengan pengucapan bahasa Inggris yang benar
1.1.3 Mengidentifikasi kosakata baru sesuai instruksi sangat sederhana

IV. Tujuan Pembelajaran
1. Siswa dapat mengingat dan menghafal lebih cepat dengan cara menyanyi
2. Siswa dapat bekerjasama dan saling membantu dalam melaksanakan perintah guru secara group
3. Siswa dapat merespon lebih cepat dan mengembangkan keterampilan mendengarkan dengan menggunakan permainan (mencari kosakata bahasa Inggris) sesuai yang diucapkan guru

V. Materi Pembelajaran
Greetings (sapaan)

<i>Hello!</i>	<i>- Good Morning</i>	<i>- Good Evening</i>	<i>- Good Bye</i>
<i>Hi!</i>	<i>- Good Afternoon</i>	<i>- Good Night!</i>	<i>- Bye, etc</i>

VI. Langkah-langkah Kegiatan Pembelajaran

↳ Pertemuan 1

Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu (menit)
Kegiatan Pendahuluan		
1. Memberi salam kepada siswa 2. Menanyakan kabar siswa 3. Berdoa bersama sebelum materi dimulai 4. Memeriksa kehadiran siswa 5. Menyapa siswa dengan menyanyikan lagu tentang <i>greetings</i>	1. Menyambut salam kepada guru 2. Menjawab sapaan guru 3. Berdoa bersama 4. Merespon presensi 5. Mendengarkan dan memperhatikan apa yang diucapkan oleh guru	10
Kegiatan Inti		
1. Mengajak siswa menyanyi bersama dengan suara lantang serta memperhatikan kosakata yang diucapkan siswa jika ada pengucapan yang salah	1. Menyanyi bersama dengan suara lantang dengan pengucapan bahasa Inggris yang benar	30

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
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