

CHAPTER I

INTRODUCTION

A. Background

Language syllabus design is an area of applied linguistics that has come into prominence in the last decade. It has been the focus of a variety of effort to apply to language teaching. A language teaching syllabus involves the intergration of subject matter and linguistic matter; that is, the actual matter that make up teaching. Choices of syllabus can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language.

A syllabus based on the theory of learning espoused by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate variety of discourse types.

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of

content are possible in language teaching syllabi and as to whether the different are in syllabus method. Several distinct types of language teaching exist, and these different types may be implemented in various teaching situation.

Based on my observation, The urgency of developing syllabus of English in SDIT Iqra was caused by some factors. They are: First, in Globalization era like today, ability to communicate in English either orally or written become a primary need for everone. So, undeniable every student should be equipped by adequate English proficiency. Second, Some SD IT in Serang city (e.g. SD IT Iqra, SD IT Widya Cendekia, SD IT Khalifah, SD IT Al Izzah) has their own curriculum and English has been integrated into curriculum. Third, almost SD IT in Serang City has English teachers. This is one of prominent factors that enable the schools to provide English course.

As matter of fact, based on the writer observation, unfortunately there is no a concessus relates to the uniformity of English syllabus in those SD IT in Serang City because the status of English in curriculum is considered as optional subject not compulsory. Therefore, the researcher strongly believes that every SD IT especially SD IT Iqra must be able to design syllabus of English in order the teaching and learning processes have a clear objective which states in detail in standart of competence. Due to the urgency of designin syllabus of English at the sixth grade of SD IT Iqra, Thus the

researcher proposes the study with title : **Designing Syllabus of English Course at SDIT IQRA** (A Research and Development with the Sixth Grades of SDIT IQRA Kota Serang).

B. Identification of The Study

Based on background of the study, the problem of this study can be identified as follows:

1. Some students need to master English proficiency in order have ability to face competition in globalization era.
2. Some SD IT in Serang city has integrated English into thier curriculum.
3. There is no uniformity in designing syllabus of English.

C. Limitation of Problem

Basically, talking about syllabus design is very interesting topic and it can be investigated from many aspects. However, due to the researcher has many limitation amd face some obtacles. Therefore, this study only concern in designing English course at the sixth grade of SDIT IQRA Serang City. Hopefully, this study later on will give sufficient contribution either for the school or another researcher who interested in investigating syllabus design im primary school level.

D. Research Questions

Having identified the problem of this study. Furthermore, the researcher proposes two research questions as follows:

1. How do the teacher design English course at the sixth grade of SDIT IQRA?
2. How do the teacher determine the learning outcome s of English in syllabus?
3. How do the teacher select the materials of English in syllabus?

E. Objectives of Study

Based on the previous research question, so the objectives of this study can inferred as follows:

1. To investigate the process of teacher in designing English course at the sixth grade of SDIT IQRA?
2. To observe the way of teacher in determining the learning outcomes of English in syllabus?
3. To exaine how teacher select the materials of English in syllabus?

F. Significancy of The Study

This study is very beneficial for the student, teacehr, the school and for other researcher

1. For the student

The designed syllabus will help student in learning english. The student will learn more easily and orderly due to the syllabus designed materialsbased on their own needs.

I also try to help student learn what he need in learning english? Because we must know what the student needs from learning english in their years.

2. For the teacher

The product of this study is helpfull for the teacher. It is expected to become one of appropriate teaching resources to develops student's ability. This produce give a news reference for teacher to teach english material to the elementary school students.

3. For the school

The product is expected to become an input in improving the students skilil in learning english well, as a goal for the school who entering english course in their curriculum.

4. For other researcher

The result of this study can be used for other researcher as one of the considerable resources of reading materials either to improve the knowledge in English or to Enrich the reference in writing thesis..

G. Conceptual Framework

Having taouched the meaning and the types of syllabus in english language teaching, it is descussing briefly about the issue in designing

syllabus. Initially, several question briefly about the issue in designing syllabus. Do we want a product or process oriented syllabus? Will the course be teacher or learner led? What are the goals of the program and the needs of our students? This leads to an examination of the program and the needs of element will be integrated, which is of great significance. The difference between syllabuses will lie in the priority given to each of these aspects.

H. Previous Study

Actually, there were many research that have already conducted on syllabus design. The following lines will be provide some related studies which have correlation with this study such as: Firstly, Bambang Irfani, Institut Agama Islam Negeri Raden Intan Bandar Lampung, on Syllabus Design For English Course. This journal The planning of courses including designing curriculum and syllabus is often ignored in English language teaching and teacher training. Harmer (2000) states that decisions about course content are very often not taken by teachers, but by some higher authority. Even many institutions present the syllabus in terms of the main textbook to be used - by a certain date, teachers are expected to have covered a certain number of units in the book. At the same time teachers are often provided with a list of supplementary material and activities available. Yet, the graduates of such programs as English teacher training are often required to carry out course design task without having received sufficient training to

do so. As a matter of fact, course design requires specialized expertise which can be gained through learning and practice. Designing courses is unlike preparing one's own teaching as it should be understood by others who will use the design. Therefore, it is very urgent to equip the English teachers with the basic competence of course design.

Secondly, Meilana Saputri, Institut Agama Islam Negeri Surakarta, on English Teacher Difficulties in Designing Lesson Plan Based on 2013 Curriculum. There are some difficulties in designing lesson plan based on 2013 Curriculum by the teachers in SMP Al-Islam 1 Surakarta. The difficulties are that : (a) The stating indicators concern with the choosing appropriate operational verbs, (b) developing the learning material, the material that using the student's book from the government is proportion less in material, it means that less variation, (c) Choosing the appropriate teaching method in learning activities, and (d) The procedure of assessment in 2013 Curriculum. As the solutions to overcome the difficulties, the teachers should more be close to the students then, it is related to the students' need and student interest, attended the workshop, joined the seminar of the 2013 curriculum, discussed with the teacher who had the same field, attended *In House Training* in school, attended *MGMP*, and learned from journal, books and internet.

Thirdly, Imam Fauzi, Dian Hanifah, Serang Raya University, SMK Kesehatan Husada Pratama, The study attempted to design reading materials for Medical Science at one of Vocational High Schools Medical Science in Serang. To produce satisfactory teaching materials, the researchers did the following steps: doing needs analysis, reviewing the principles of materials design and reading in a foreign language, designing course framework, designing syllabus, designing the reading materials, and implementing the sample lessons. The researchers employed qualitative methods in gathering the data. The instruments used were questionnaire and interview. The questionnaire was addressed to students, alumni, teachers and institution. The interview was collected from the companies or users that have ever recruited the graduated students. The needs analysis was carried out by distributing questionnaires. The results were then analyzed. The result of needs analysis, became the basis for the researchers to design course framework. The course framework was then developed into a syllabus. Finally the syllabus became the basis for designing reading materials. The reading materials for Vocational High School Husada Pratama applied a topical syllabus. Each lesson or unit had different topics, greeting and introduction. Introduction about nurse, health, dialogue conversation nurse and patient, eat healthy food, profile a nurse, tools, disease, nutrition, the

healthy diet pyramid. Each lesson also adopted various reading skills or strategies.

However, from those previous studies, unfortunately up to now there is no single study who ever conducted with the concern in designing English course at the sixth grade of SDIT IQRA. Therefore, the researcher strongly believes that this study is deserve to investigate in depth and comprehensively.