Abstract: The objective of this research was to develop English syllabus and instructional materials for the seventh grade students of SMP Negeri 2 Tarakan. The design of this research was Research and Development (R&D). The stages of development included research and information collection, product development, expert validation, revision and evaluation, try-out the product, revision and evaluation, and final product. The final result of this research was a set of English syllabus and instructional materials for the seventh grade students in junior high school. The product was related to four skills that have to be mastered by each student in learning English, namely (1) listening skill is designed in the form of audio visual and discussion/conversation, (2) speaking skill is designed in the form of conversation, presentation, role play, and ask-answer, (3) reading skill is designed in the form of reading aloud with good pronunciation, stress, and intonation, and (4) writing skill is designed in the form of writing essay, concluding, composing sentence, and multiple choice. The product is appropriate to be used as teaching materials for the seventh grade students of SMP Negeri 2 Tarakan.

Key words: Instructional Materials, SMP Negeri 2 Tarakan, Syllabus.

Introduction

Based on the curriculum of SMP Negeri 2 Tarakan, English language teaching is taught in the seventh grade to the ninth grade. In the seventh grade, the subject is taught to three meetings per week. English teachers of the school teach the language based on their syllabus and instructional materials. In fact, there is an inconsistent implementation between the existing syllabus and instructional materials in teaching-learning process.

Based on the preliminary study which was conducted on November 2012 at SMP Negeri 2 Tarakan, there were some information related to the inconsistent implementation of the existing syllabus and instructional materials toward the teaching-learning process in the seventh grade. The information was collected through interview with the English teacher in the seventh grade and analysis on document on November 05, 2012. The results of the interview and document analysis were: (1) the teacher had instructional materials, but the used instructional materials were from some publishers, (2) some of the instructional materials were not relevant to students’ needs and characteristics, and the instructional materials were out of the learning objectives on the existing syllabus, (3) the teacher had syllabus, but the syllabus was downloaded from the internet, (4) students’ scores were evenly under target that was planned in the criteria of success by the teachers. The scores were summed up from students’ daily test, middle test, and final test, and (5) the teacher expected that there would be a product like instructional materials of English that refers to English contextual covering about Tarakan.

Besides that, to obtain more complete information, on the next day, November 06, 2012, the researcher also conducted an observation to some students in the seventh grade of SMP Negeri 2 Tarakan to gain students’ view against their learning process and materials of English, the results of the observation were: (1) they had not mastered English materials completely and had a limited time for studying English, (2) they could not obtain what they need in learning English, (3) classroom’s atmosphere was not conducive, and (4) some of them had low motivation in learning English because the materials were not interesting and seemed difficult to comprehend.

Tomlinson (1998, p. 2) stated materials could obviously be cassettes, videos, CD-Roms, dictionaries, grammars books, readers, workbooks or photocopied exercises. In other words, they can be anything which is deliberately used to increase the learners’ knowledge and or experience of the language, and have function to carry out the goal of the teaching-learning process in order to be more interesting and varied. Besides that, other supporting teaching-learning process is syllabus. Syllabus refers to a teaching planning in one or two semester. According to Rabbini and Gakuen (2002), a syllabus is an expression of opinion on the nature of language and
learning; it acts as a guide for both teacher and learner by providing some goals to be attained. In fact, many teachers could not develop syllabus by themselves, because they just depended on the existing syllabus without adjustment in teaching.

**Research Method**

Borg and Gall (1983, p. 772) stated that educational research and development is a process used to develop and validate educational product. The purpose of this research was to produce a proposed English syllabus and instructional materials for the seventh grade students of SMP Negeri 2 Tarakan.

The researcher employed Borg and Gall’s model. The model was adapted and modified based on the researcher’s need. The model was chosen for two reasons: (1) The model offered gradual stages which were simple to follow, and (2) The model used need analysis to gain information from students.

Stages in designing the product were: (1) research and information collection, (2) product development, (3) expert validation, (4) revision and evaluation, (5) try-out the product, (6) revision and evaluation, and (7) final product.

The respondents of this research were seventh grade students of SMP Negeri 2 Tarakan. The number of the respondents was 178 students from 341 students. They were given questionnaires about learning materials of English in the seventh grade, and the number of the students following try-out the product was 35 students of class VII-3.

The instruments of collecting data used in this research were (1) questionnaire. It consists of 26 items and provides the respondents with a set of response items about the characteristics, needs, attitudes, interests, materials, motivations, and expectations. The questionnaire covers all the components of syllabus and instructional materials, (2) interview. The contents of the interview are intended to dig up the respondents’ feedbacks about existing syllabus, the aims of English instruction, English language skills to be developed, methodologies and activities to be implemented, instructional material to be used, evaluation or assessment to be applied, including the obstacles encountered in the English instruction, and teacher’s suggestions to make the teaching and learning process more effective in junior high school, and (3) document analysis. It aims to find out the availability of existing syllabus and instructional materials, teacher’s and students’ evaluation.

**Findings and Discussion**

**Findings.** It was started with the results of questionnaires which were distributed to the respondents, the interview with the English teacher, and document analysis of the seventh grade students of SMP Negeri 2 Tarakan. To make the results easily to read and discuss, the data were described in a descriptive and statistical analysis format. Descriptive statistics was for questionnaires, and descriptive analysis was for the interviews and the document analysis.

In developing the product, there were three stages done, namely (1) planning the purpose, (2) considering the product development design, and (3) selecting pedagogical aspects. Afterwards, the product was validated by two experts. The first expert was requested to evaluate the language use in the product on June 04, 2013, and the second expert was requested to evaluate the appropriateness of the content and structure in the product on June 06, 2013. After being validated, the product was tried-out on June 14 - 15, 2013, at seventh grade of SMP Negeri 2 Tarakan. The English teacher chose class VII-3 which consisted of 35 students.

At the end of the whole meetings, the English teacher concluded that the proposed English syllabus was sufficiently clear. The objective was feasible to be obtained in the time allocation. The learning experience was considered good to explore students’ involvement and interaction in the learning process. Dealing with the English instructional materials, the English teacher concluded that the sequences of the English instructional materials were suitable to be used in learning process, the content of the English instructional materials was easy to be understood, up to date, and fun to be implemented in the classroom. Besides that, the English instructional materials introduced more information about Tarakan’s history, environment, and culture. Based on the field notes and discussions with the students about the product, they had motivation to learn English further and were interested in using the instructional materials more, because the materials of the English instructional materials were understandable, unique, and complete. Moreover, they could know more information about Tarakan.

**Discussion.** The discussion was intended to link of the need analysis as the basis for the production of pedagogical syllabus and instructional materials. The developed pedagogical English syllabus and instructional materials consisted of the description of the course, the objectives, the course activities, the assessments, and the proposed source of materials.

1. **The Description of the Course**

The researcher developed the product of English skills and strategies to be used in comprehending English materials derived from some relevant resources such as textbooks and websites. The researcher hoped that the product could be used effectively based on the students’ needs and characteristics.
2. The Objectives

The researcher considered the objectives of the product based on the students’ needs and characteristics as well as consulted with the English teacher in the seventh grade of SMP Negeri 2 Tarakan and two experts. It was aimed to make a good organization of the teaching activities and consider students’ goal in learning by using the product.

3. The Course Activities

The most common instructional tasks in English course are individual task, role play, group work, and presentation. Sometimes, the tasks make students feel bored to study, because the tasks are not based on the students’ want.

In developing the product, the researcher thought that the course activities had to be changed. It aimed to make students’ activities more various. The researcher conducted need analysis and interview to gain the information about course activities. The data of need analysis were from the questionnaire and interview. Then, it was found that the results from two instruments that students mostly chose some English tasks, such as completing sentence; make a match, answering question, true or false, multiple choices, essay, discussion, and puzzle.

4. The Course Evaluation or Assessment

Arifin (2010, p. 78) writes that assessment is the process of measuring the students’ achievement. The objectives of evaluation or assessment were to seek a feedback, to aid learning, and to know a comparable measure of competence.

In developing the product, the researcher considered that the most proposed form of evaluation or assessment can be multiple choice, discussion, essay, presentation, and group work. These forms were used based on the result of questionnaire and interview.

5. The Proposed English Instructional Materials

The instructional material is one of the important components in teaching. Richards (2001, p. 251) stated that instructional materials generally serve as the basis for much of the language input learners and the language practice that occurs in the classroom.

In developing the product, the researcher developed English instructional materials based on the English proposed syllabus. The researcher developed the English instructional materials in the form of listening, reading, speaking, writing and exercise as well as practical guide to study skills. It was intended to fulfil the objective of the course. The researcher created the instructional materials in seven topics divided into two semesters. The first semester consists of (1) Ourselves, (2) My School, (3) Daily Activities, and (4) Family. Whereas, the second semester consists of (1) Holiday, (2) Favourite Artist, and (3) Hobby.

Materials for the English instructional materials were adapted and created from some references, such as websites, textbooks, and some references about Tarakan city. Besides that, the instructional materials were equipped by listening script, audio visual, answer key, vocabulary list for helping the students and the English teacher in using it optimally. Meanwhile, pictures for the English instructional materials were chosen variously from researcher’s document and websites. It aimed to make students more interested in learning English. In short, the students learned English with different situation based on their school’s situation and information about Tarakan.

Conclusions and Suggestions

Conclusions. After having finished whole processes and procedures of designing English syllabus and instructional materials, the proposed English syllabus and instructional materials for seventh grade students of SMP Negeri 2 Tarakan had successfully been produced with the specifications and notes of the strength as follows:

First, the researcher developed English syllabus and instructional materials into a set of English syllabus and instructional materials for seventh grade students of SMP Negeri 2 Tarakan. The product was developed based on the need analysis which was in the form of questionnaire, interview with the English teacher, and document analysis in the seventh grade of SMP Negeri 2 Tarakan. Then, the product was validated by two experts. Based on the comment form the experts, it shows that the product was appropriate theoretically and practically for students in the seventh grade of SMP Negeri 2 Tarakan.

Second, the important things on the propose of teaching and learning English in the seventh grade are course identity, instructional objectives, topics, teaching and learning activities, learning experience, assessment, time allocation, teaching media, and sources.
Third, there are seven topics included in the product for each semester. The first semester consists of (1) Ourselves, (2) My School, (3) Daily Activities, and (4) Family. Meanwhile, the second semester consists of (1) Holiday, (2) Favourite Artist, and (3) Hobby.

Last, the assessments used in a set of English syllabus and instructional materials for seventh grade students of SMP Negeri 2 Tarakan were developed in the form of multiple choice, discussion, essay, presentation, and group work as well as several learning activities such as, completing sentence, make a match, answering question, true or false, and puzzle.

**Suggestions.** In developing the English syllabus and instructional materials, English teachers have to be more creative. It can be done by conducting need analysis and collaborating with other English teacher to gain clear description of the subject that are being discussed, so English teachers can predict the language points to match and to support the understanding of materials in the product. The more improvement or revision will make the better product.

**Bibliography**


**Biodata**

**Aries Utomo.** He comes from Tarakan, North Borneo, Indonesia. He graduated from English Department of Borneo University Tarakan in 2013. Now, he is a master candidate in English Education at Sebelas Maret University, Central Java, Indonesia. His research interest is in Research and Development in English Language Teaching.

**Winarno.** He is a lecturer and serves as the secretary of English Department in Borneo University Tarakan, North Borneo, Indonesia. His academic position is as expert assistant. His research interest is in Media and Methodology in Language Teaching.