



The Syllabus Evaluation: Our Discovery Island 5–Student Book published by Pearson Education

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Abstract: The success of English language subject is hardly required because the prior of language learning is communication. However, the success itself is not only based on the teacher, method, curriculum but also the package such as syllabus and textbook for delivering materials. Syllabus and textbook refer to the content of what is to be taught and the skills to be mastered. Furthermore, both of them help teacher to provide the materials well and to be relevant into the present context. The goal of this paper is to analyze deeply the English language syllabus design in Our Discovery Island 5–student book published by Pearson Education that is used by the elementary students of grade V in Citra Indonesia school, Bintaro. This study belongs to descriptive qualitative study. The findings show that the syllabus design in this book used the linear format to display the contents which include scope, sequence, integration, articulation and balance. Meanwhile for the syllabus model, it used process model on subject center design.

Keywords: Syllabus, Textbook

Abstrak: Kesuksesan pembelajaran Bahasa Inggris benar-benar dibutuhkan karena prioritas pembelajaran bahasa adalah komunikasi. Namun, kesuksesan itu tidak hanya berdasarkan guru, metode dan kurikulum saja tetapi kemasannya juga seperti silabus dan buku teks untuk menyampaikan materi. Silabus dan buku teks mengacu kepada isi yang akan diajarkan dan keahlian yang akan dikuasai. Selanjutnya, keduanya membantu guru untuk menyiapkan materi dengan baik dan relevan dalam konteks saat ini. Tujuan dari penelitian ini adalah untuk menganalisa secara dalam desain silabus buku Bahasa Inggris siswa Our Discovery Island yang diterbitkan oleh Pearson Education yang digunakan oleh pelajar kelas 5 SD Citra Indonesia, Bintaro. Penelitian ini adalah kualitatif deskriptif. Hasilnya menunjukkan bahwa desain silabus buku ini menggunakan format linear untuk memperlihatkan isinya yang meliputi cakupan, rangkaian, integrasi, artikulasi, dan keseimbangan. Sedangkan model silabusnya, buku ini menggunakan desain pusat pembelajar.

Kata kunci: Silabus, Bukuteks

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INTRODUCTION

It has been widely recognized that today's role of English is as an international language (EIL) and as a lingua franca (ELF). Regarding this international role of English language, ideally teaching and learning English should be matched with appropriate pedagogical approach. In other words, teaching and learning EIL should be different from teaching and learning of any other second or foreign languages (McKay, 2003). With a reorientation of English teaching objective which is regarded to be important in ELT in Indonesia in the last few years, the focus has been on listening, speaking, reading and writing skills. Furthermore, the language policy for education in Indonesia has made English language learning compulsory (Nur, 2004). Although the policy has attributed teaching English from early grades in elementary schools, it has not been fully implemented largely.

However, to respond this case, in private elementary schools, the English Language Teaching (ELT) practice is much different. For instance in Citra Indonesia elementary, teaching English from grade one was able to write fairly good compositions when they were in grade five and six. The teacher herself believes that this was due to the teacher who used integrated approach. Unfortunately, this success in private elementary school could be difficult to be continuously applied in other elementary schools either in public schools or elementary schools in rural areas as the introduction of ELT at this level is still confined to some selected elementary schools in urban areas.

For the non-government school (private school) such as Citra Indonesia elementary, the success of English language subject is hardly required, because the prior of language learning is communication. However, the success itself is not only based on the teacher and the method, but also the package such as curriculum, syllabus, and textbook for delivering materials. Syllabus becomes one of crucial points in the educational field to interact and recognize the materials for both teachers and students (Joy, 2013). Syllabus and textbooks refer to the content of what is to be taught and the knowledge, skills, and attitudes that are to be deliberately fostered, together with stage-specific objectives (Shri Rohit, 2006). This syllabus guides the teacher what to teach and how to teach inside the language program. Because syllabus is concerned with the specification of what units will be taught, it becomes a plan part of a curriculum. A syllabus has considered to be a collection of topics on the same subject matter that are required to meet the course objectives. For the purposes of this unit, a syllabus will become as a course outline comprising a collection of topics on the same subject matter and a series of statements of what is to be learned within a given time frame (Tanner, 1995). It means that a syllabus is an important document for both the teacher and the learner. This document identifies course objectives and content, as well as the means for evaluating the outcomes of instruction.

Through this paper, it is hardly important to analyze the syllabus design which will be used by the elementary students. This analysis brings the evaluation for the syllabus content and its influence particularly for the teaching and learning activity for the teacher and the students themselves so that both of them not only use the textbook easily but also to understand the materials easily.

METHOD

This study highlights about how is the syllabus designed in Our Discovery Island 5– student book published by Pearson Education. This research belongs to descriptive research by using qualitative design. It is because the objective of the research is to elaborate the syllabus design in Our Discovery Island 5–student book published by Pearson Education. The research used a case study approach intended to unpack the syllabus design on English subject of grade five students of Citra Indonesia elementary school.

The data in this study is mostly in the forms of words not in the numbers. They are words, phrase and sentence. It is one line with Miles & Huberman (2003) who claimed that qualitative data

is usually proceed in the form of words and their description. The main data in this study is the syllabus design of Our Discovery Island 5–student book published by Pearson Education.

The writers proceed data collection until data analysis and interpreted by themselves actively and accurately using document analysis. The procedures in this research are (1) collecting the data related to its design, (2) identification to kinds of syllabus design, (3) analyzing the items of the syllabus design and format, (4) explanation of for the obtained data.

THE FINDINGS

Our Discovery Island–5 (ODI) is an independent series educational course published by Pearson Education. ODI-5 consists of eight chapters. They are *friends, my life, free time, around the world, shopping, party time, school and entertainment*. Review or revision is available on each chapter. ODI-5 also is enriched by the word list and verb list in the end of chapter as the appendix. ODI-5 is displayed on colorful, supported by appropriate picture on each chapter, good diction, well-organized arrangement, simple instructor, etc.

By having eight chapters inside the book, it is clearly shown that each chapter involves the contents of the materials, such as vocabulary, structures, cross-curricular (language art, and values). From each content of the chapters, the syllabus used in the book, tries to accumulate the chapter into some norm of the materials as the package for learning items. What inside the contents are not only talking about the materials, but also the syllabus tries to catch the English language program beyond it. The following is the description of the ODI-5:

TABLE 1. *Syllabus content of Our Discovery Island Book*

No	Unit / Chapter	Vocabulary	Content		
			Structure	Cross-curricular	Values
1.	Friends	1. Physical appearance 2. Adjective personality	- She is good looking - What does she look like? - They do not have straight hair	Art: warm and cool colors	Help your friend in class
2.	My life	1. Daily activities 2. Adverb frequency	- Order: you must brush your teeth - Advice: you should brush your teeth	Social science: Being healthy	Giving is great
3.	Freetime	Activities and hobbies	- What is he good at? - What does he/she like? - There are many pyramids	Music: musical instruments	Try new things – have a hobby
4.	Around the world	1. countries 2. places	in Egypt - Where is Liberty statue located?	Geography: season	Teamwork is important
5.	Shopping	1. clothing and accessories 2. Adjective	- How much is that jacket? - That hat is mine	Science: Properties of materials	Dress correctly for each occasion

6.	Party time	1. irregular past verb 2. Ordinal numbers	-I made a cake - When did you go to Singapore? -Was it interesting?	History: The first Thanksgiving	Be a creative problem solver
7.	School	1. Adjective 2. School subjects	-Did you have Science for today?	Social science: Life experience	Learn about your older family or member's youth
8.	Entertainment	1.Nationalities 2. Occupations	- Is he from United States? - They are Australian	Technology: video games	Be a good role model for others

ODI-5 has described the content of the syllabus clearly for both teacher and the students. The syllabus does not give only the materials but also the additional elements beyond the materials such as cross-curricular which is including the language art and values. The content syllabus of ODI-5 can be assumed using the linear format. Linear format is one of language syllabus format which tries to display the materials sorted by the degree of difficulty and complexity. By paying more attention to the table above, it is shown that the materials considered to be easy and simple precedes materials which considered more difficult and complex for the learners. That is why the designer of ODI-5 did the sorting of the materials given carefully and cautiously in order to produce a logical sequence in which the material is more difficult not appear before any other material or material that is easier to be a prerequisite given. The linear format is used by clear clues through sign in this textbook. The sign for linear format here is the use of table format which consists of several columns and rows to show the components of the syllabus. Rows columns typically used to display all the components of the syllabus, such as vocabularies, structures, cross curricular and values.

Furthermore, it is better to see the ODI-5 syllabus not only from the format, but also from the design. The design of a syllabus can be know from its component and its model. Firstly is about the component which is including scope, sequence, integration, articulation, balance. To know the detail of its component, it is displayed on this following description:

TABLE 2. *Syllabus design of Our Discovery Island book*

No	Syllabus component	Description
1.	Scope	The designer of ODI-5 has made the syllabus both of breadth and depth content. It is because all the content served in this syllabus engage students in learning such as learning cognitive, affective and Psychomotor domains. The scope of the syllabus is not only about the subject as the materials but also it becomes the moral values for the teacher and students
2.	Sequence	The sequence component from ODI-5 here is known on how designer decides to use the content for the experience for the students. The sequence of ODI-5 can be seen from the occurrence and reoccurrence of content and experiences so that students will have opportunities to connect and enrich their understanding of the syllabus presented or experienced. For instance: they applied the materials in the classroom into the context of daily life
3.	Integration	The unit or chapter on ODI-5 is integrated to each other. The unit links all knowledge within the syllabus plan. The unit comprehends knowledge as unified than atomized. It shows the relationship among the unit in ODI-5.

4.	Articulation	ODI-5 has both vertical and horizontal points. That's articulation means. Vertical relationship connects the materials from ODI before 5. However, horizontal relationship connects the materials in English subject to other subjects.
5.	Balance	Through the syllabus, the designer of ODI-5 expects the students can acquire and use knowledge from each unit into their personality, society and intelligence.

Secondly is about the design model. By looking at the linear format used by ODI-5, it can be concluded that this syllabus uses the process model. It can be seen how this syllabus. This process makes sense to plan curriculum in this intuitive way, reassured by the claim from complexity theory that what matters is getting the ingredients-the processes, messages and conditions-right and trusting that good outcomes will follow. ODI-5 syllabus tries to see that the process is more important than the product. That is why this syllabus tends to the process than the product. It may be more valuable to first consider what it is trying to achieve in teaching/learning activities and to then design learning outcomes.

Furthermore, in the process model focuses on subject-center design. Knowledge and content are well accepted as integral parts of syllabus. Citra Indonesia elementary school has a strong history of academic rationalism; also, the materials available for school uses reflect content organization. By having the element of syllabus design on ODI-5, it is one line with the subject-center design. Look at the following table to as support this description:

TABLE 3. *The process model of Our Discovery Island book*

No	Element	Description
1.	Subject design	ODI-5 organized according to how essential knowledge has developed in various subject areas.
2.	Discipline design	ODI-5 stresses understanding the conceptual structures and processes of the disciplines
3.	Broad-Field design	it melds two or more related subjects, already well known in the school, into a single broader field of study.
4.	Correlation design	It identifies ways in which subjects can be related yet maintain their separate identities
5.	Process design	ODI-5 gives attention to the procedures and process by which individuals obtain knowledge

CONCLUSION

Based on the analysis, it can be concluded that "Our Discovery Island-5" (ODI-5) syllabus used the linear format to display the content of the syllabus for both teacher and learners in teaching-learning activity. However, ODI-5 syllabus has completed the component of syllabus design which is including scope, sequence, integration, articulation, and balance. Meanwhile for the syllabus model, ODI-5 uses the process model which focuses on subject-center design.

The content of ODI-5 syllabus is not only talking about the materials for their need to English subject, but also becomes the content of the norm or additional element to apply them outside the classroom after having teaching-learning process. However, the grammar content in ODI-5 syllabus is hard for elementary students. Through the difficulties, it is hopefully the design of grammar inside the textbook will be designed much simple syllabus design.

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BRIEF PROFILE

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