THE DEVELOPMENT OF ENGLISH SYLLABUS AND
LESSON PLANS AT SMK NEGERI 8 MALANG

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ABSTRACT: This descriptive qualitative research was intended to describe how English syllabus and lesson plans at SMK Negeri 8 Malang are developed. The subject of the study was the Vice Principal of Curriculum Affairs and three English teachers. The research used questionnaires and interview guide to collect all data and information. The findings indicated that the development of English syllabus and lesson plans at SMK Negeri 8 Malang was influenced by the vision and missions of the school and the curriculum use for English subject which combined the curriculum of SMK and SMA. The formats of the syllabus and lesson plans followed the criteria of KTSP syllabus and lesson with character values. The procedures of developing the syllabus did not completely follow the criteria of KTSP while the procedures of developing the lesson plan followed the criteria of KTSP. The development of syllabus and lesson plans at SMK Negeri 8 Malang did not take significant roles in determining the learning outcomes of the students. In contrast to the potential of the school which is accredited as A and implements the ISO 9001:2008 as the management quality system, the syllabus and lesson plans are only for the documentation of school administration.

Keywords: the development, English syllabus, English lesson plans.

The curriculum that is implemented in Indonesia’s education system is called the School-Based Curriculum (henceforth SBC) or Kurikulum Tingkat Satuan Pendidikan (henceforth KTSP). It is an operational curriculum that is made and implemented by each educational unit (Government Act No.19/2005). The government does not take part in designing and implementing the curriculum, but it provides the guidelines of the curriculum. Under the concept of the SBC or KTSP, schools are encouraged to develop their own syllabus and materials, as long as the development refers to the standards of competences as officially stated in the Content Standard (Cahyono & Widiati, 2011:13). Thus, schools have the authority to deal with the development of the curriculum. The success of its implementation depends on the curriculum board of each school through the development of the syllabus and lesson plans.

The development of syllabus and lesson plans today put emphasis on student character building. Mulyasa (2012:77) states that the implementation
of the character building at school can be done through writing the learning plan, further in the characterized lesson plan. Therefore, each educational unit needs to identify the character values, and to integrate the character values into basic competences and then to develop characterized lesson plans (Mulyasa, 2012:79).

Generally, the characteristics of vocational high schools are different from senior high schools. It can be seen from the standard of competences and basic competences of SMK. The standard of competences and basic competences of SMK are different to the standard of competence and basic competence of SMA. The standard of competences and basic competences of SMA are more detailed than the SMK ones because they include the skills of language learning. Therefore, the general standard of competence and basic competence of English subject of SMK give high opportunities for schools to develop their own syllabus and lesson plan based on the local potential and characteristics of the school and students’ needs.

Referring to the Content Standard (Standar Isi) stated in the Ministerial Decree Number 22/2006, vocational education is aimed to increase the intelligence, knowledge, personality, character, and skill of the students to live independently and continue to the higher education based on the students’ program (Mulyasa, 2010:62). Vocational high school students are expected be educated and skillful in their major for the specific occupation. The students are prepared to face any challenge in the work field.

In vocational high school curriculum, the lessons are divided into three groups; normative, adaptive, and productive lesson. In the Standard of Content, English lesson is taught as an adaptive subject. This subject is aimed to prepare students to communicate using English in particular contexts according to their program.

In the previous study, Cahyawati (2011) developed a syllabus for heavy equipment program because there was no appropriate English syllabus for this program at SMK Negeri 1 Singosari yet. It implied the apparent lack of the school in developing its syllabus in order to meet the students’ need and the
learning objectives based on the students’ program. In another study, Nurichsania (2012) pinpointed that at *SMA Negeri 3 Malang*, the teacher’s syllabus and lesson plan did not meet all principles mentioned in the guideline on how to develop syllabi and lesson plan based on *KTSP* yet. It showed that the teachers needed to pay more attentions in developing the syllabus and lesson plan.

This study is confined to portray the development of the syllabus and lesson plan at *SMK Negeri 8 Malang* whether it is in accordance with the Government Act No. 19 Year 2005 Article 20 that learning process preparation consists of syllabus and lesson plan. It was decided to investigate this because the researcher was interested in how vocational high school teachers develop the general standard of competence and basic competence (*SKKD*) into English syllabus and lesson plans referring to the local potential and characteristics of the school and the students’ needs.

SMK Negeri 8 was selected as the participant because *SMK Negeri 8 Malang* was one of credible vocational high schools in Malang. It has two programs, *Teknik Komputer Jaringan (TKJ)* and *Mekatronika (Metro)*. The school is accredited with A and implements the management quality system of ISO 9001:2008 certification from SAI Global. In addition, the approximate score for English Subject for National Examination of the school’s target is 8.5. The rational explanation is that the outcome and potential of the school reflect the planning and preparation that has been arranged before and it can be seen by the development of syllabus and lesson plans.

The research question is how the English syllabus and lesson plans at *SMK Negeri 8 Malang* are developed. It has two subquestions: (1) how is the English syllabus at *SMK Negeri 8 Malang* developed and (2) how are English lesson plans at *SMK Negeri 8 Malang* developed.

The result of this study is beneficial for teachers, school principals and future researchers. For teachers, it will offer information and feedback concerning the strategies of developing the English syllabus and lesson plans based on SBC, theoretically and practically.

For school principals, the result will provide information about the
development of syllabus and lesson plans and evaluation of the implementation of SBC through the development of syllabus and lesson plans, especially for English subject. For other researchers, the result will provide valuable references to do the same study but with different focus.

METHOD

This study is categorized as a descriptive qualitative research since this study describes how English syllabus and lesson plans are developed at SMK Negeri 8 Malang. Questionnaire and interview were used to collect the data from the Vice Principal of Curriculum Affairs and three English teachers who taught at Teknik Komputer Jaringan and Mekatronika program in grade X.

The questionnaire’ forms are yes-no questions which were adapted from the research instruments developed by Cahyawati and Purwanto and from evaluation sheet for lesson plans published by Teacher Certification Program in State University of Malang. The questionnaire was used to obtain the data from the English teachers about the development of syllabus and lesson plan. The questionnaire was not intended to measure the understanding of the teachers about the development of syllabus and lesson plan.

Furthermore, the interview guide was used as the main points to collect in-depth and detailed information on the development of syllabus and lesson plans. It was used to collect the detailed information that could not be collected from the questionnaires. The interview guides were developed from the questionnaires. The researcher interviewed the Vice Principal of Curriculum Affairs and three English teachers who teach at Teknik Komputer Jaringan and Mekatronika program in grade X about how the way they develop the syllabus and lesson plans at vocational high school.

The questionnaires were given to three English teachers in March 2013.
The researcher interviewed four subjects in-person. The researcher interviewed the Vice Principal of Curriculum Affairs and three teachers in March 2013. The interviews were recorded by MP3 recorder. All of the interviews were done at school.

FINDINGS
The Development of Syllabus

The visions and the missions of the school affected the development of the syllabus. The school decided the time allocation for the English subject at school was 8 hours and 2 hours for TOEIC or TOEFL. In the adaptive lesson, the curriculum of SMK Negeri 8 Malang combined the curriculum of SMK and SMA.

The portion of the curriculum of SMA was bigger than the SMK. The combination of the curriculums was aimed to prepare the students’ competences to compete with SMA’s students in facing the National Examination and other higher education test.

The first English syllabus was not developed by MGMD of English subject of the school but they only downloaded from SMK 5 Bandung syllabus and teachers made some adaptation and modifications. However, the recent syllabus of grade X has been modified. The format of the syllabus of grade X at SMK Negeri 8 Malang has followed the standard syllabus of KTSP with characters. The syllabus included identity (a school identity, subject, class/semester, standard of competence, the code of standard of competence, and time allocation), basic competence, indicator, character values, instructional materials, learning activity, assessment, time allocation, and learning source. The format of the syllabus fulfilled the criteria of KTSP’s syllabus with character values. In addition, the procedures of developing the syllabus by the teachers followed the guideline set in contents of the syllabus.
The Development of Lesson Plans

The development of the lesson plans at SMK Negeri 8 Malang was influenced by the syllabus. The syllabus became the main source and guide in developing the lesson plans. The lesson plans were developed based on the basic competences instead of total of the meeting. The content of the lesson plans was mainly the elaboration of the syllabus. Furthermore, the format of the lesson plan of grade X at SMK Negeri 8 Malang followed the standard lesson plan of KTSP which had character values. The lesson plans included identity (a school identity, subject, class/semester, standard of competence, the code of standard of competence, and time allocation), basic competence, indicator, learning objectives with characters values, instructional materials, learning methods, learning stages, learning sources, and assessment. There are several meetings for one lesson plan and one basic competence. In addition, the skills of language learning were integrated in a meeting. The procedures of developing the lesson plans were not really different with the procedures of developing the syllabus. The lesson plans were developed directly from the syllabus.
DISCUSSIONS

The Development of Syllabus

The English syllabus of grade X at SMK Negeri 8 Malang is developed by the English teachers through the adaptation from other school’s syllabus and from a syllabus obtained from MGMD (Musyawarah Guru Mata Diklat). Adaptation is officially allowed by Board of National Standards of Education (BSNP) if the school is not ready yet to create its own syllabus. This shows the apparent lack of the school to develop its syllabus in contrast to the quality and potential of the school which is accredited as A and implements the ISO 9001:2008 as the management quality system at school. The format of the syllabus is relevant with the format of the syllabus published by BSNP (2006) and Mulyasa (2010). Since the syllabus is not changed significantly in every year, it can be concluded that the teachers do not completely do the steps of developing the syllabus every year. Thus, the development of syllabus did not take huge role in determining the process and the learning outcome of the students even though the Vice Principal of Curriculum Affairs and the teachers agree that syllabus and lesson plans are very important as the planning to determine the learning outcome of the students.

The Development of Lesson Plans

The development of the lesson plans at SMK Negeri 8 Malang is influenced by the syllabus. The syllabus becomes the main source and guide in developing the lesson plans. Even though the components of the lesson plan follow the format of the lesson plan published by BSNP (2007), the lesson plan is not developed based on per meeting and skills of language learning. It shows the lack of attention by the teachers regarding to the development of lesson plans. The procedures developing the lesson plans follow the procedures of developing the lesson plan of KTSP suggested by Mulyasa (2010).

Furthermore, Mulyasa (2012:77) states that the implementation of the
character building at school can be done through the learning plan, further in the lesson plan in which character values are added. However, not all of the lesson plans are considered as lesson plans which has character values. It shows less attention of the teachers to put the character values in the lesson plan. Therefore, the Vice Principal of Curriculum Affairs should check all the documentation of school administrations.

There are principles of syllabus and lesson plan development as the part of curriculum development. Those are need analysis, development, expert’s validation, and try-out (Richards, 2001:41). However, this study did not take these principles into considerations in analysing the syllabus and lesson plan. Furthermore, this study did not evaluate the quality of the syllabus and lesson plans in reference to the Standard of Content as well as the Standard of Process.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

The development of syllabus and lesson plans in *SMK Negeri 8 Malang* is affected by the vision and missions of the school and the combination of *SMK* and *SMA* curriculum. To reach the vision and missions of the school, the time
allocation for English subject is bigger than the minimum requirement that is set in the Standard of Content. In addition, the curriculum use is aimed to prepare the students to compete with SMA students in facing the National Examination.

The lesson plans are developed based on the basic competences not the total of the meetings and the skills are integrated in a meeting. It is different with the lesson plan of SMA because the standard of competence and basic competence of SMA are more detailed and integrated with the skills of language learning.

The format of the syllabus and lesson plans at SMK Negeri 8 Malang follows the criteria of KTSP. The procedures of developing the syllabus do not completely follow the procedures of developing the syllabus by BSNP (2006) and Mulyasa (2010) since the syllabus is not changed significantly every year while the procedures developing the lesson plans follow the procedures of developing the lesson plan of KTSP by Mulyasa (2010).

Furthermore, the development of syllabus and lesson plans at SMK Negeri 8 does not take significant roles in determining the learning outcomes of the students. In contrast to the potential of the school which is accredited as A and implements the ISO 9001:2008 as the management quality system, the syllabus and lesson plans are only for the documentation of school administration. The teachers also pay less attention to developing the syllabus and lesson plans, even though planning is a major part in achieving the learning’s goals and the learning outcome of students. These can be seen at the process of adapting the first syllabus, the insignificant changes of the syllabus, the lack of materials related to the students’ program, the coverage of several meetings and skills of language learning in one lesson plan and the cohesion of putting character values in the lesson plan done by the teachers.

**Suggestions**

Based on the findings, suggestions to the English teachers, the vice principal of curriculum affairs, and future researchers are offered.
To the English teachers, they should give more attention in developing the syllabus and lesson plans, theoretically and practically. The teachers should develop the syllabus and lesson plan not just for the documentation of school administration, but as the planning that will determine the learning outcome of the students. They also should consider the students’ need, potential, and characteristics of the school in developing the syllabus and lesson plans. The English teachers should provide more materials which are related to the students program in line with the aim of teaching English at SMK. The English teachers should develop the lesson plans based on meetings and establish good communication and cooperation among the teachers to put the character values in the lesson plan.

To the vice principal of curriculum affairs, it is better if the vice principal of curriculum affairs check the documentation of school administrations before the semester begins. The vice principal of curriculum affairs should evaluate the development of syllabus and lesson plan at school thoroughly, especially for English subject.

To future researchers, the results of this study can give valuable references for the future researchers to do a study focusing in the implementation of the
syllabus and lesson plans at school. The future researchers also are suggested that they conduct studies on the development of syllabus and lesson plans which consider the principles of syllabus and lesson plans development. Furthermore, the future researchers can also do a study on the evaluation of the quality of syllabus and lesson plans.

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