

DEVELOPING ENGLISH SYLLABUS FOR KINDEGARTEN STUDENTS

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Abstract: Many kindergarten start to introduce English as their local content subject, but most of them are did not provide the English syllabus. This study suggest to kindergarten teacher in developing English syllabus for kindegraten students, in order to they have any standart in teaching English. The model of development is adapted from the framework component of syllabus that is conveyed by Grave. This model consist of seven steps, they are: need assesment, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, eveluation, and consideration of resources and constraints.

Keywords: syllabus, kindergarten

Today many people think that English will be needed more and more in the future. Therefore, people want to make their children to master English, especially in speaking. They think that English must be introduced to children as early as possible in order that they can master English fast and easily. Therefore, people think that it is good for preschools and elementary schools provide English as a local content subject for their students.

Most of parents in the preschools especially at Kindergarten want their children familiar to English as soon as possible. They realize that English will be very important and useful for their children's future. Therefore, many Kindergartens are realized what the parents want not only by including English as a subject but also practicing English along teaching learning process or in daily conversation.

Actually, the government, in its decree No. 060/U/1993, recommends that English can be introduced to the fourth grade students of elementary school (Kasbollah, 2000:2). However, it is only a recommendation, meaning that the government allows the school to include English as a local content subject start from the first grade. The government does not forbid us to include English as an extra lesson in the curriculum of kindergarten and of the early years of elementary school. Moreover, to start introducing English since preschool education period is not in contradiction to the objectives of national education. Then, we may start introducing English to students of kindergarten if the parent or the societies demand.

The reason to introduce English in the early stage is the children have

some unique characteristics that can make the inquiry of the language faster than adults. Dulay, Burt, and Krashen(1982:25) state that children appear to be much more successful than adults in acquiring phonological system of the new language, many of them eventually attain native-like accent. Moreover, Finocchiaro (1964:25) states that childhood is the best period to put basic ability in speaking fluently.

PROBLEM OF TEACHING ENGLISH FOR KINDEGARTEN STUDENTS

Although the most of components in education agree that English must introduced as early as possible, it still has many problems, one of them is there is not any standardized English syllabus and materials yet in kindergarten level. Moreover, without a syllabus, the instruction will have no guide; it may lead to unsuccessful instruction, because according to Widdowson (1984:43), a syllabus is viewed as providing control to the learning process.

Actually, teachers, in this case, have a relatively free hand in designing the syllabuses on which their teaching programs are based, but, they are likely to be consumers of other people's syllabuses. Yalden (1983:17) states that teacher of English as a second language is on the whole more used to thinking about methodology than about the syllabus design.

Related to the condition above, this article is suggested to develop the English syllabus for students of Kindergarten. It is also hoped as a guide for kindergarten teachers to develop English syllabus. So, the teachers have the same standardize and materials for their students.

REVIEW RELATED LITERATURE

It tells about the rhetorical terms related to this study. They are the curriculum of Kindergarten, the characteristics of young learners, teaching technique in EYL, and the syllabus.

The Curriculum of Kindergarten.

Kindergarten as an educational institution for young learner has its own curriculum, which is stated on the *Kurikulum 2004 for Taman Kanak-Kanak dan Roudhotul Atfal* from *Departmen Pendidikan Nasional*. It is stated that the objectives of learning activity in kindergarten is to help students in developing the foundation of behavior development, knowledge, skills, and creativity that are required by the students in adapting themselves to their environment. Besides that, it is also to prepare the children to the primary school.

Since the young learners are still learning to write and read their first language, English must be introduce orally only. Moreover, the topics should be those that have been known in their first language too. That is why, it is important to know the topics stated in the curriculum of kindergarten 2004. There are 13 topics to be covered in one year.They are; *Diri sendiri, lingkungan, kebutuhanku, binatang, tanaman, kendaraan, pekerjaan, rekreasi, air, udara dan negaraku, komunikasi, alam semesta, desa dan kota.*

The Characteristics of Young Learners

Teaching English as a foreign language for young learners have to different from teenagers and adult. When the teacher are teaching children, they have to understand what are children want, what are children like, and what things that can make children happy when they learn. The teacher has to know that their world is different with children world. In this case, teachers are not allowed what they want to children. In contrast, they have to understand what children want. Therefore, the teacher must know the characteristics of children first before they teach children.

Actually young learners like to do activities. They need to be active rather than passive. They will get bored easily when they must sit and listen to their teacher. In this case, teachers must understand this condition. They have to select some teaching techniques that full of enjoyable activities for children. They may include singing songs, playing games, or moving their bodies. Suyanto (1995:3) stated that in selecting techniques, teachers should remember that young learners like to learn by doing, they like to move their bodies, to sing and to play games. Moreover, she (2000:3) also stated that young learners like to learn about their environment. They like to talk about themselves, their parents, pet, toys, and friends. They like to move around and learn something by doing, such as; singing playing games, coloring and cutting pictures. Children like to ask questions because; socially they need to develop a series of characteristics to enable them to fit into the environment they live in.

Scott and Ytreberg (2000:2) mentioned that the characteristic of young learner are:

- They know that the word is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- They understand the situation more quickly that they understand the language used.
- They use language skill long before they are aware of them.
- Their own understanding comes through hand, eyes, and ears.
- They have very short attention and concentration span.
- They are very logical — what you say first happens first.
- Young children sometimes have difficulty in knowing what fact is and what fiction is. The dividing between the real world and the imaginary world is not clear.
- Young children are often happy playing and working alone but not in the company of others. They can be very reluctant to share.
- They will seldom admit that they do not know something either.
- Young children cannot decide for themselves what to learn.
- Young children are enthusiastic and positive about learning.

Teaching Technique in EYL

The main purpose in teaching English for young learners is just to introduce them to the other language or English, not to master English. In addition, the English teaching learning process at kindergarten is only focused on listening

and speaking, since children are still in the process of learning to read and to write their first language. Listening is the skill that children acquire first. It means that when children try to learn a language, they learn through their ears firstly. Therefore, the teachers must have a good ability in pronouncing the words. They must be able to be a good model for children.

The first technique in teaching English for Young learners is telling story. They also cannot differentiate which one is fact and fiction. It is a good chance for teachers to get their interest to materials. The teachers can use the simple language that suitable with the students' ability. They can go back and repeat the word or even sentences to make sure that the students can catch the meaning. Besides that, they also can use gesture, facial expression, and eye contact to help the students understand the story. Scott and Ytreberg (1990:29) stated that if you have telling story, you don't have a book in front of you, and you may use your own language and your body language.

Instead of telling story, the teachers do not need to change the words or even the sentence at all. It is because, children like to have their favorite stories repeated, and they will very often to be able to tell the story word for word. In this case, the teachers also allow students if they want to read the story off by heart. Scott and Ytreberg (1990:29) stated that in reading story, the teacher should not change the story at all.

The third technique is singing song. According to Suyanto (2008:114) there are some stages in teaching songs for young learners. They are (1) teachers write down the song on the whiteboard (2) teachers give the example of pronunciation of lyrics and introduce each word (3) students listen and repeat the word that the teacher said (4) teacher sings a song repeated by students (5) teachers and students sing together.

Next is game played when one or more players compete or co-operate for pay-offs according to a set of rules (Jones, 1986). Games are activities that children naturally and universally engage in. Rodgers in Khan (1991) states that game is competitive, rule-governed, and goal defined.

All children have favorite games they like to play, and the teacher should use them to integrate the learning of English. They might not realize that by playing games, they are learning something about language. Khan (1991:142) stated that in playing together, children interact, and in interacting, they develop language skills. Games provide contexts for play reason for playing and routines for playing. Games must have a place amongst activities used in teaching English to young learners.

According to Finnochiaro (1964:105) there are three basic criteria of games. Firstly, the game should be interest; secondly, the game should increase students' understanding of a foreign language; thirdly, the game should induce the children to produce the new language.

The Syllabus

The term of syllabus has a meaning of a guide for teacher to explain the materials in a teaching learning process. It may construct based on the selecting and sequencing content, explicit objectives, and also learners' needs. Moreover, it

is a must for designing syllabus in an explicit form. Feez and Joice(1998:2) state that syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher and the learners which may need to be altered once the course commences.

A syllabus for language teaching must of course be explicit for the teacher (but it can be more or less explicit for the learner), and should be at least partially produced by teachers, (Yalden, 1991:87). So, on syllabus, what will be taught must be explicit, but what will be learned is not necessarily explicit.

Framework Component of Syllabus

Graves (1996:12) proposes the curriculum design specialists have develop various frameworks that break down the process of curriculum and course development into components and sub processes. A framework of components is useful for several reasons: it provides an organized way of conceiving of a complex process; it sets forth domains of inquiry for the teacher, in the each component puts forth ideas as well as raises issues for the teacher to pursue; it provides a set of terms currently used in talking about course development and thus a common professional vocabulary and access to the ideas of others.

Need Assessment

Need assessment involves finding out what the learner know and can do and what they need to learn and to do so that the course can bridge the gap (or some part of it). Thus needs assessment involves seeking and interpreting information about one's students needs so that the course will address them effectively.

Determining Goals and Objectives

Graves (1996:17) stated that goals are general statements of the over all, long term purposes of the course. The objectives express the specific ways in which the goals will be achieved.

There are four types of goals for language learner: proficiency goals, cognitive goals, affective goals, and transfer goals. Proficiency goals include general competency, mastery of the four skills, or mastery of specific language behavior. Cognitive goals include mastery of linguistic knowledge and mastery of cultural knowledge. Affective goals include achieving confidence as a user of the language, and achieving confidence in oneself as a learner. Transfer goals involve learning how to learn so that one can call upon learning skills gained in one situation to meet future learning challenges.

Conceptualizing Content

This stage figures out which aspects of language and language learning will include, emphasize, and integrated in the course. The choices of teacher makes are much more context-dependent and so involve a number of factors such as who the students are their goals and expectations in learning English, the teacher's own conception of what language is and what will best meet the students' needs, the nature of the course, and the institutional curriculum.

The traditional way of conceptualizing content, which many teachers have experienced in their own learning of language, is as grammar structures, sentence patterns, and vocabulary. However, the communicative approach is based on ideas about language learning. It also added several dimensions, like function and notions.

Selecting and Developing Materials and Activities

Choosing materials may mean developing of new materials when teaching a course for which there are no suitable materials, collecting a variety of factors in developing, choosing or adapting materials. Graves (1996:26) stated that the most important are their effectiveness in achieving the purposes of the course and their appropriateness for the students-and the teacher.

Developing new materials and activities for using them requires time and a clear sense of why they will be used, how, and by whom. Because of the lack of time, teachers are often constrained or prefer to adapt existing materials. Otherwise, experienced teachers often develop a set of core materials and activities that they adapt each time they teach a course. The materials themselves are flexible and can be used in a number of ways, depending on the target skills or competencies. For examples, newspaper articles can be used as a basis for developing reading skills, expanding vocabulary, or discussing culture. Picture can be used as a focus for learning grammar or as a starting point for a writing assignment.

Organization of Content and Activities

The teacher will organize the content and the activities in this stage. There are two general complementary principles of sequencing are building and recycling. In deciding how to sequence material, the teacher may consider building from the simple to the complex, from more concrete to more open ended.

The principle of recycling material means that students encounter previous material in new ways: in a new skill area, in a different type of activity, or with a new focus. For example, material encountered in a listening activity may be recycled in a writing exercise.

Evaluation

The evaluation can be done within the course: assessing students' proficiency, progress, or achievement. Graves (1996:30) stated that there are four purposes for testing: to measure proficiency, to diagnose specific strengths and weaknesses, to place students in a course or program. The same testing instrument may be used for more than one purpose.

Evaluation in course development also includes evaluation of the course itself. Was the course effective? In what way? Where did it fall short? Such an evaluation may not be directly linked to assessment of student progress; although student evaluation and test results can provide feedback on the effectiveness of the course.

Consideration of Resources and Constraints

Resources and constraints are two ways of looking the same thing. A required course book may be a constraint for one teacher and a resource for another. Though these givens may seem secondary to the processes just described, in fact they play a primary role in the development of a course because it is in considering the givens that a teacher begins to make sense of processes such as needs assessment and material selection.

The constraints and resources of one's situation take many forms, some tangible, others not. Teachers work with or without physical and material resources such as books, technology, a classroom, and furniture. The lack of physical resources may encourage a teacher to use available resources in creative ways. The availability of technology may allow a teacher to have groups of students work independently. Time is another important consideration in designing a course.

THE SYLLABUS DEVELOPMENT

The procedures of syllabus development were adapted from Graves's (1996) framework components for designing syllabus as stated above. It comprises the need assessment, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, evaluation, and consideration of resources and content.

Need Assessments

At this stage, the students' need in learning English was described. In addition, it also described students' facts such as: age, character, attitude, etc. Here are the descriptions: The students are kindergarten students. Their age is about four up to six years old. They still learn their first language. They still learn to read and write in bahasa Indonesia. Some of them also did not know the rule well. They love to play, sing, play game, run, listen to story, and move their body. However it is easy for them to remember and to understand a new language, in which presented by an interesting way related to their characteristics.

Most of kindergarten students like to learn English. It is because English is something new for them. Besides that, they also feel happy when teacher teach them by using some teaching media. Such as: pictures, flash card, realia, story books, telling story, singing songs, and playing games. They can enjoy all those activities because they can play and act in learning English.

The students need to learn some vocabularies related to the topics stated in curriculum and GBPPPTK 2004, some utterances or simple sentences used in daily conversation, and understanding teachers' instruction with correct and clear pronunciation. In addition, they also need to know the written word of the vocabularies by tracing or copying words.

Determining Goals and Objectives

Goals and objectives were described in this stage based on students' need. However, it also combined with the indicator stated in the curriculum. In this case, not all indicators were included into the English syllabus, but they were

selected based on the compatibility of English materials. Below are the description:

The course description goals in the English syllabus of Kindergarten was students know some vocabularies related to the topics, they can pronounce correctly, they know the word written form; they can communicate with their teacher and their friends in simple ways. In addition, it was also combining with indicator and learning benefit that stated in the curriculum of kindergarten.

Below are the description of some objectives formulated based on the goals above.

- a) Students will repeat the vocabularies that the teachers say
- b) Students will guess the picture or other teaching media in English
- c) Students will listen and understand simple instructions.
- d) Students will respond to the questions or simple instruction in a simple way.
- e) Students will copy or trace the word. (Straight copying).

Conceptualizing Content

The selection of English skills and components that included in the English syllabus was done in this stage. It also described the content of each skill and component. Moreover, the content described about the competencies that represent to English skills and competencies.

In this case, the content of material was emphasized on speaking, listening, writing, vocabulary, and pronunciation, but not in reading. Speaking is thought not only in daily conversation, but also in teaching learning process. The teachers were hoped to speak to young learners in English. Moreover, they also used language function related to topic. Listening was taught by listening to the teacher's talk, teacher's instruction, songs, rhymes, and so on. The writing skills were taught by straight copying and tracing a word, not in the real writing. The purpose of straight copying and tracing were only to introduce the written form of the word.

The vocabulary and pronunciation were taught related to the topic stated in the curriculum and GBPP TK 2004. In addition, the pronunciation is important to be taught to young learners, because kindergarten level is the best time to learn language. So, it is a must for the teachers to teach pronunciation correctly.

Table 1. The Content of Each English Skills and Components

Skills or Components	Content
Speaking	Students will be able to communicate in a simple way (understanding what the teacher's say and talk simple utterances/sentences)
Listening	Students will be able to understand the instruction.
Reading	-
Writing	Students will be able to copy the

	words.
Pronunciation	Students will be able to pronounce correctly
Vocabulary	Students will know some vocabularies related to topic and close to them.

Selecting and Developing Materials and Activities

Here the language function, all topics and vocabularies that must be included in the English syllabus were selected. The topics taken from the curriculum of Kindergarten, and it was ordered based on a continuum of easy and simple to more difficult and complex or new one. Then, the vocabularies were determined based on the topics.

The vocabularies were chosen that related to the topics stated in the curriculum and GBPPTK 2004 for semester I and II are described below:

Table 2. The Materials/Vocabularies Related to Topics.

Semester	Themes	Topics	Vocabularies
I	Me/my self	Part of body	Eyes, nose, mouth, ear, hand, foot, hair,
		Taste	Sweet, bitter, salty, sour
	Environment	Family	Mother, father, sister, brother, grandfather, grandmother.
		House	House, door, window, table
		School	School, teacher, friend
	Needs	Foods/Drinks	Bread, candy, noodle, biscuit.
		Fruits	Tomato, mango, melon, banana, papaya, apple, grape
		Vegetables	Carrot, spinach, cucumber, potato, tomato, cabbage.
		Clothes	Shirt, treasure, shoes, sock, hat, tie, veil.
	Animals	Pet	Rabbit, fish, cat, bird, turtle.
		Tame animals	Butterfly, dragonfly, chicken, duck, cow.
		Wild animals	Snake, tiger, lion, monkey, crocodile
Plant	Plant	Tree, flower, grass, garden, water, watering.	
II	Recreation	Transportation	Car, bicycle, motorcycle, ship, boat, plane, bus, train, buggy.
		Recreation	Mountain, playground, beach, swimming pool.
	Profession	Profession	Postman, policeman, teacher, doctor, farmer, dentist, nurse.
	Water	Water	Water, fire, glass, spoon, milk, stir, hot, cool.
	Communi- i-cation	Communi- cation	Telephone, magazine, television, radio, letter.
	Country	Country	Flag, president, vice president

	City	City	City, traffic light,supermarket.
	Village	Village	Village, field, rice, farmer.
	Universe	Universe	Sun, star, moon.
	Days/ Months	Days/ Months	Name of days/months
	Number	Number	Number 1-30
	Color	Color	Red, green, blue, yellow, brown, white, black, purple.

Organizing of Content and Activities

This stage described about the activities in teaching English for students. It is considered some points in organizing content and activities. Firstly, there must be compatibility between the content and the activities. Secondly, the activities must be enjoyable and full of body movement. Thirdly, the activities may do both in door and out door.

The materials are organized as attractive as possible in order to make students interested in materials when they are learning English. It is used some teaching media, flash card, realia, picture, puzzle and work sheet.

In organizing activities, the use of games, body movement, gym, competition, and others activities may make students happy in learning English. In addition, reading poem and nursery rhyme are also including in some activities both inside the classroom and outside the classroom. (More description about game, rhyme, song, etc, see appendix / the product of syllabus)

Evaluation

The type of evaluation was chosen here. It was considered based on students' characteristics. It is mostly in the oral test forms and avoids paper and pencil test. It can be games, riddles, songs or even oral questions.

There was no real evaluation in teaching English at kindergarten levels. It was considered based on the reason that there was no target of learning English at kindergarten level. The purpose of teaching English at kindergarten levels are only to introduce some vocabularies close to their environment, not to master some language skills. The observation is used to know students' understanding of materials. The worksheets were given to help the students understand materials easily, not to evaluate them.

The Consideration of Resources and Constrain

This stage was decided the teaching media, hand books, and other sources that can support the teaching learning process. The resource of teaching English at Kindergarten was the teacher, because there was no an existing text books as a guideline for teaching English at kindergarten. So, the teacher must be master in English. In addition, they also must be creative to produce some teaching media. Actually, there are many teaching media provide in Kindergarten, but it was not always suitable with students' characteristics and students' level.

After considering all the steps above, the example of the product of English syllabus for Kindergarten students can be drawn as stated in

appendix.

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Appendix:

THE ENGLISH SYLLABUS FOR KINDERGARTEN STUDENTS

Week/ theme	Number of indicator	Activities	Language function	vocabularies	Game/song /rhyme
1/My self (part of body)	P.1 P.10 S.1 K.10	Pray before activities Say "Good morning" Draw my own face/based on teacher's instruction Matching between pictures and parts of body	"Let's pray together" "Good morning" "Please draw...(nose)" "Let's match...!" "What is it?"	Eyes, nose, mouth, ear. One, two	Song: My ears, my eyes, my nose, my mouth, my head, my hair, my hand, my foot My ears, my eyes, my nose, my mouth We clap hand together
2/My self (part of body)	P.17 P.29 B.18 K.17	Say "Excuse me" Understanding utterances "Tidy up" Answering teacher's question Counting parts of body	Say "Excuse me" "Tidy up right now" "What is it?" "Let's count.." (See: song)	Foot, hand One, two	Song: Up and down and shake..shake 2x Jump to the left and shake..shake.. Jump to the right and shake..shake.. Up and down and shake..shake..
3/My self (taste)	P.9 B.17 S.22	Asking help politely Matching between foot and its taste Game (teacher says...) Playing game	"Open it please.." "Let's match..." "Please give me....(something sweet)"	Sweet, salty	Game: - Teacher prepare pictures of food - Teacher says "Please give me .." - Students take pictures having the same taste

Note:

1. Week/ Themes. Week is explained about the allocation of week. Moreover, themes/topics are also taken from the *Kurikulum TK 2004*.
2. Numbers of indicators. It is based on the indicators that stated in the curriculum of kindergarten, but only some of indicators that suitable with the English activities and materials will be include in the English syllabus. Here are the code represent to *Bidang Pengembangan*.
P : Pembiasaan , K: Kognitif , S: Seni, B : Bahasa, F: Fisik motorik
3. Language Function. It is simple sentence or utterance that use in the teaching learning process. It is selected based on the topics and vocabularies going to teach. It is also hoped can be understood and practiced by students.
4. Vocabularies. The selections of vocabularies stated in the English syllabus are based on the topic of the weeks.
5. Songs/rhymes/games. All of those components are used to support the teaching learning process. They are arranged based on the topic of the week.

