

**INTEGRATION OF THE LOCAL CULTURES IN
ENGLISH SYLLABUS DESIGN FOR EIGHT
GRADERS OF ISLAMIC JUNIOR HIGH SCHOOL
(IJHS) MIFTAHUSSALAM DEMAK**



THESIS

**In Partial Fulfillment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
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I, **Roif Ahmad**, do hereby declare that this thesis work entitled “**Integration of the Local Cultures in English Syllabus Design for Eight Graders of Islamic Junior High School (IJHS) Miftahussalam Demak**” for the award of M.Hum is my original work and that it has not previously formed the basis for the award of any degree or any other similar title of any institution or any university. Other writers’ opinion or findings included in this thesis are quoted or cited in accordance with the ethical standard.



arang, May 17th, 2017

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Roif Ahmad

A THESIS

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DESIGN FOR EIGHT GRADERS OF ISLAMIC JUNIOR HIGH SCHOOL
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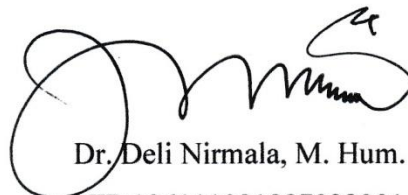
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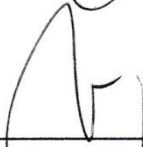
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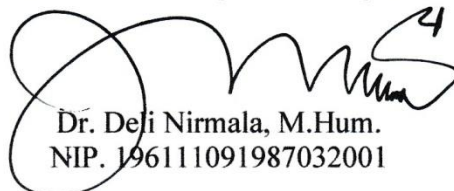
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DEDICATION

“*Man Jadda Wa Jada* (those who do it seriously will be successful)”

This thesis work is dedicated to:

Bapak Ahmadun and Ibu Farikah, the best parents ever, who always support my study, pray for my success, and keep my determination.

My sisters, Ana, Ikrima, Pipit, who always bring happiness in my small family.

My wife, Ratih Dewi RS, who always gives her smile and patience for me.

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SEMARANG

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LIST OF ABBREVIATIONS

BSNP	: Badan Standar Nasional Pendidikan
CBI	: Content Based Instruction
CTL	: Contextual Teaching and Learning
ELT	: English Language Teaching
IELTS	: International English Language Testing System
IJHS	: Islamic Junior High School/MTs
KD	: Kompetensi Dasar
KTSP	: Kurikulum Tingkat Satuan Pendidikan
LKS	: Lembar Kerja Siswa
MGMP	: Musyawarah Guru Mata Pelajaran
SI	: Standar Isi
SK	: Standar Kompetensi
TEFL	: Teaching English for Foreign Language
TOEFL	: Test of English as Foreign Language

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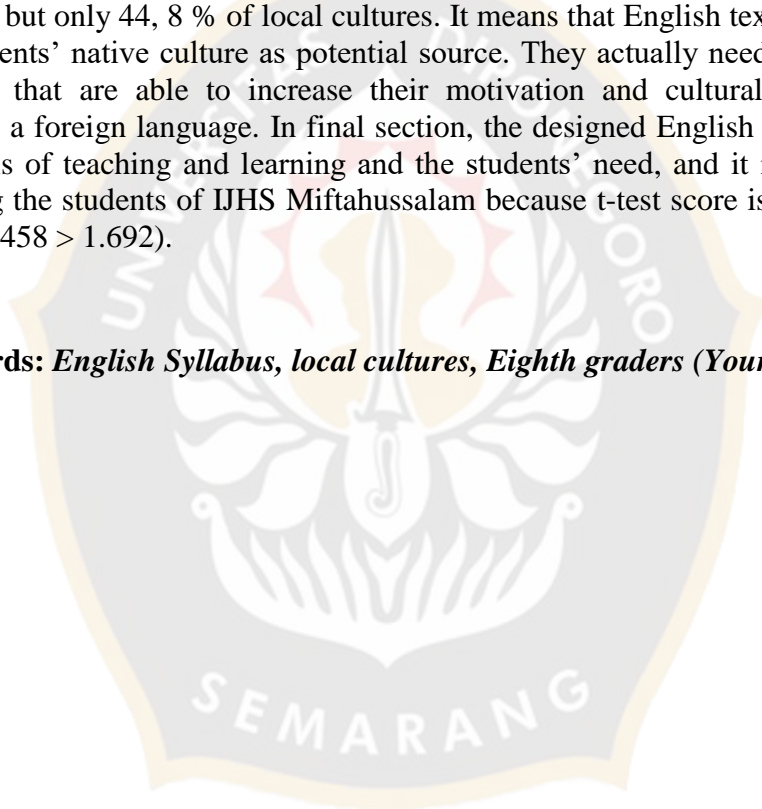
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ABSTRACT

This research aims at integrating the topics of local cultures (Hasselgreen, 2003) in English syllabus design for the students of eighth grades. Furthermore, this study outlines a framework from Nation and Macalister on language curriculum design (2010) in designing syllabus. The subjects of this research were 75 students of eighth grades in Islamic Junior High School (IJHS) Miftahussalam Demak, 5 English teachers, and 3 stakeholders. The data were collected through questionnaire, interview, observation, and document review. This study reveals that the published English textbooks dominantly contain 55, 2 % of international cultures but only 44, 8 % of local cultures. It means that English textbooks neglect the students' native culture as potential source. They actually need topic of local cultures that are able to increase their motivation and cultural awareness in learning a foreign language. In final section, the designed English syllabus meets the goals of teaching and learning and the students' need, and it is effective for teaching the students of IJHS Miftahussalam because t-test score is higher than t-table ($2.458 > 1.692$).

Keywords: *English Syllabus, local cultures, Eighth graders (Young learners)*



INTISARI

Penelitian ini bertujuan untuk memasukkan budaya lokal (Hasselgreen, 2003) dalam penyusunan syllabus bahasa Inggris untuk siswa kelas 8. Selanjutnya, penelitian ini menggunakan kerangka teori dari Nation and Macalister tentang penyusunan kurikulum bahasa (2010) dalam mengembangkan syllabus. Subjek penelitian ini terdiri dari 75 siswa MTs Miftahussalam Demak, 5 guru bahasa Inggris dan 3 pemangku kepentingan. Data penelitian diperoleh dari kuesioner, wawancara, observasi dan analisa dokumen. Penelitian ini menemukan bahwa buku bahasa Inggris yang terbit memuat 55, 2% *International cultures* tetapi *local cultures* hanya sebanyak 44, 8 %. Hal tersebut menunjukkan bahwa buku bahasa Inggris mengabaikan budaya asli siswa sebagai sumber utama. Mereka sebenarnya membutuhkan tema berkaitan dengan budaya lokal yang mampu meningkatkan motivasi dan kesadaran budaya dalam belajar bahasa asing. Di akhir pembahasa, sillabus bahasa Inggris yang disusun sesuai dengan tujuan pembelajaran dan kebutuhan siswa, dan silabus tersebut efektif untuk mengajar siswa di MTs Miftahussalam karena nilai t-hitung lebih besar dari nilai t-tabel ($2.458 > 1.692$).

Kata Kunci : *English Syllabus, local cultures, Eighth graders (Young learners)*

CHAPTER I

INTRODUCTION

This chapter explains background of the study, statements of the problem, objectives of the study, significance of the study, definition of key terms, scope of the study and outline of the thesis.

1.1 Background of the study

English is one of the foreign languages compulsorily learnt by students in Indonesia. As a government policy, English has been taught from elementary school to university with different literacy level. Beginner learners (elementary class) are required to perform language with a code while intermediate learners (Junior/Senior High Class) are expected to use language to fulfill daily needs called functional needs. Advanced learners are promoted to present knowledge or certain subject using English (KTSP, 2006: 7).

Each level of education has different curriculum policy including the objectives, course content, course area, level of difficulty, teaching approach and methods and time allotment. For instance, teaching young learners is different from teaching adult learners. Young learners generally have low background knowledge. They sometimes like to move around the class and make it crowded. In this context, an English teacher can provide various ways and approach in classroom. Richards and Rodgers (2001: 112) state that every language teacher is able to apply learning approaches according to the needs of particular classes.

Teaching English in Indonesia needs a cultural and contextual approach since English is situated as a foreign language which means that English learners acquire language by their own ways and cultures. Every language in this world including English has cultural norms, some of which are not the same and may be opposite to other cultures' norms. Consequently, learners who do not have shared cultures' norms may get some communication problems. One solution for such problem is presenting students' native cultures in acquiring foreign language. For instance, a case that commonly happens in most English classes is on how to address person's name. The students often call someone's name by "Mr/Mrs" then followed with the first name. This matter doesn't meet English cultures which are naturally followed by surname or last name. This case shows that the learners cannot distinguish between English native cultures and their native cultures.

Situating local cultures in a foreign language learning means to provide the context of real life in learning English. Alpetekin (1993, in Kristiawan 2012:174) claims that presenting schematic knowledge in learning language is culturally and socially required and situated. He, further, explains that the students' background knowledge is influenced by the culture of mother tongue, for instance, the Middle East students like to say a dog is a filthy animal rather than a dog is their friend because of their cultural norms. Presenting local cultures can increase students' attitude and confidence toward target language. In contrast, pressuring foreign cultures naturally does not meet the learners' prior knowledge since they do not have any contact with foreign cultures and norms. Some of them may be socially and culturally different.

Adopting local cultures seems activating students' schematic knowledge. Schemata activation is to recall what they have experienced. The cultural themes or topics are addressed to stimulate the students to express their sense with the use of the target language, English. Moreover, it can increase their motivation and enthusiasm in learning English. Students are easier to describe a festival that originally comes from their region rather than comes from western.

Integrating local cultures can be developed by designing appropriate syllabus to meet particular students' needs and characteristics. In school curriculum (KTSP), there are opportunities to accommodate social condition and culture of local communities (BSNP, 2006:8). This matter is aimed to perpetuate local culture diversities. Appreciating local culture must be prioritized before learning culture of other countries. In accordance with this, learning foreign language by adopting local wisdom is regarded significant to increase students' language competence.

Accommodating cultures-based-topics in learning English is through selecting relevant content put into syllabus called content-based-syllabus. It is to learn the content with language. Some of the language features, grammar, functions are not the focus of this syllabus. Exploring content is to encourage students to think and take a part in classroom activities by using target language (English). Krahnke (1987) noted that topical or content-based-syllabus is teaching of content or information with little or no direct effort to teach language (Richards, 2001:157). One theme or content can be explored using four English skills systematically and make linguistic components more meaningful.

Local culture is helpfully integrated for teaching young learners (secondary level) as in Miftahussalam Islamic Junior High School because they do not have many experiences with the English materials that contain different cultural context. They will be encouraged to learn English if the theme relates to their prior knowledge. Adopting local culture in syllabus will have a positive impact on students of IJHS Miftahussalam because they come from same tribe or same region. Thus, unfamiliar themes are restricted in learning foreign language. For many of them, foreign culture is something that is not in their mind or they have seen it on TV or movies.

In addition, the practice of foreign language learning that is reflected from existing syllabus does not cover linguistic reinforcement as one of requested competence should be achieved in KTSP. Drawing from the reason, integrating local culture in learning foreign language through syllabus design is pedagogically needed and some aspects that support learning need to add in syllabus.

1.2 Statements of the problem

By considering the background of the study, the writer formulates three statements of the study as follows:

1. What cultural elements are presented in the English textbooks used by English teachers in Miftahussalam Islamic Junior High School (IJHS) Demak?
2. What are the learning needs of eight graders of Miftahussalam Islamic Junior High School (IJHS) Demak?

3. How local culture is integrated in English syllabus design for eight graders of Miftahussalam Islamic Junior High School (IJHS) Demak?
4. How is the effectiveness of local culture based syllabus for the eight graders of Miftahussalam Islamic Junior High School (IJHS) Demak?

1.3 Objectives of the study

Based on the statements of problem above, the main purpose of the study is to integrate local cultures in designing English syllabus for the eight graders of IJHS Miftahussalam Demak. Moreover, further objectives of this study can be illustrated as follows:

1. To identify and describe cultural elements presented in the published English textbooks used by English teachers in Miftahussalam Islamic Junior High School (IJHS) Demak;
2. To investigate and describe the learning needs of eight graders of Miftahussalam Islamic Junior High School (IJHS) Demak;
3. To integrate local cultures in English syllabus design for eight graders of Miftahussalam Islamic Junior High School (IJHS) Demak;
4. To find out the effectiveness of local culture based syllabus for the eight graders of Miftahussalam Islamic Junior High School (IJHS) Demak.

1.4 Significances of the study

This study is expected to give a valuable contribution from the aspects of theoretical significance and pedagogical significances. It is briefly described as follows:

a. Theoretical Significance

Theoretically, the result of this study is to support the theory of curriculum and syllabus development especially in the field of Teaching English as Foreign Language (TEFL). Moreover, the main goal of this study can supply the experts' idea of planning syllabus project and extending a contextual and authentic material with the local cultural awareness building.

b. Pedagogical Significances

1. Teachers, who are challenged to design appropriate materials for the students, can use this syllabus as guidance to develop materials according to cultural topics in the form of LKS (Students' Work Sheet) or others.
2. English learners, who are imposed to understand a foreign cultures and norms, can learn English by using local cultures based topic in order to build cultural awareness.
3. Other researchers or curriculum developers may use the result of this study in conducting other related research and can be useful references for them in designing or redesigning an English syllabus based on students' need.

1.5 Definitions of key terms

The definitions of the key terms related to this study are:

1. Culture is a set of values, ideas, customs, skills, arts, and items that characterize an identity of community. "It is a system of integrated patterns, most of which remain below the threshold of consciousness, yet

all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions” (Condon 1973. in Brown 2000: 177). It means that there is no human living in this world has no any culture. People from one region are different from those of another region in terms of their belief, customs, and living values.

2. Syllabus can be defined as its content, structure, parts and organization (Stern, 1984, in Nunan 1988:3). Moreover, White (1988: 4) adds that syllabus refers to the content or the subject matter of an individual subject. He, further, elaborates that syllabus design is concerned with defining and organizing linguistic content and also with the description of the role of teachers and teaching materials.
3. Content-based-syllabus is a syllabus that allows selecting relevant topics of the students need and each of those distributed systematically with different angles (Nunan, 1988:49-50). Organizing themes, topics, or other unit of contents is the point of this syllabus so that grammar, functions and situations are neglected (Richards, 2001:157).

1.6 Scope of the study

Due to the limitation of time and writer’s insight, this study focuses on integrating local cultures in English syllabus design for the eight graders of Islamic Junior High School (IJHS) Miftahussalam Demak. The local cultures include five elements. They are festivities or cultural events, folktales or legend, local hero, specific foods, and heritage spot. In addition, the writer selects some SK and KD that is possible to be incorporated.

1.7 Outline of the thesis

This research consists of five chapters. The first chapter is introduction which comprises background of the study, statement of the problem, objectives of the study, significances of the study, definition of key terms, scope of the study. and Outline of the thesis.

The second chapter is review of the literature. It reviews previous studies and related theories which include profile of IJHS Miftahussalam Demak, general concept of curriculum and syllabus, choosing a syllabus framework, designing syllabus, culture in language learning, cultural content for syllabus design, the level of difficulty, and English Skills.

The third chapter is research methods. It consists of research design, research procedures, research subjects, data resources, research instruments, techniques of collecting data, and techniques of analysing data.

The fourth chapter is findings and discussion. It discusses the finding of the published English material review, existing syllabus review, the needs of students, the needs of stakeholders, the finding of environment analysis, the list of cultural topics for learning English, integrating the topics of local cultures for learning English, and the implementation of syllabus based local cultures into material.

The last chapter is conclusion and suggestion for further research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents previous studies as references in this study and theoretical reviews which consist of profile of IJHS Miftahussalam Demak, general concept of curriculum and syllabus, choosing a syllabus framework, designing syllabus, culture in language learning, cultural content for syllabus design, the level of difficulty, and English Skills.

2.1 Previous studies

A number of studies about integrating cultures into language learning have been extensively conducted by many researchers. They view that the existence of local cultures among societies can give positive effect on acquiring a foreign language since language cannot be separated from existing cultures. In this case, the writer used ten previous studies that discussed integrating cultures into foreign language learning through syllabus, learning materials, and learning activities, as guidance to conduct research regarding integrating local cultures in designing English syllabus for eighth grade students.

The first study was conducted by Metboki (2014) who developed educational product in the form of teaching material. He administered needs analysis to gather information about students and teachers. He integrated local cultures of east Nusa Tenggara people into descriptive writing material. In formulating material, he used a text based syllabus and content based syllabus. A test result showed that there was significant improvement in students' learning

achievement. In the same way, Farida (2012) adapted Pernalang folktales to develop an interactive material for teaching spoken narrative text in the form of game, called Widuri Game. She also employed study of needs to obtain particular needs. She revealed that the students involved seriously observing materials and they also had greater motivation in learning practice.

Another study was done by Lee (2009) who examined EFL conversation textbooks that are used in Korea. This study showed that all of textbooks neglected Korean culture aspects learning but American cultures served as the supreme source. This study also suggested that some guidelines were needed to integrate cultural content in ELT instructional materials. Moreover, Shin et al (2011) also analysed the cultural contents of seven ELT textbooks. They found that most ELT textbooks dominate inner cycle cultures which refer to western holidays (Christmas, Valentine's Day, and Easter) rather than outer cycle, cultures developed in other countries. The cultural presentation still remained the traditional knowledge-oriented such as Nebuta festival in Japan, Holi festival in India, and Chusok in Korea.

Integrating cultures into language learning cannot be denied. The next study was carried out by Guilani, et al. (2012). They claimed that culture in language teaching affected students' interest in learning practices. The important issues integrating culture into language teaching was what to teach. They described the five aspects for culture learning. Those were growth, refinement, fine arts, patterns of living, and a total way of life but pattern of living was the most crucial

topic in language teaching program. For instance, the way on greeting, making approval or disapproval, and making friends.

In addition, Kanoksilapatham (2015) integrated learners' native culture awareness and global English in order to get the benefits of learning outcome. In this case, local culture was addressed at historical setting in a rural area. She revealed that the students' score was improved and they were motivated, inspired and self-rewarded. A similar research was done by Barfield and Uzarski (2009). They also provided indigenous artifacts as cultural products and cultural components into classroom teaching. They claimed that incorporating indigenous cultures into ELT class are addressed to educate learners about indigenous people and to make learning English more relevant for them. This study proposed classroom applications that improve students' cultural awareness. For instance, Maori tattoos, Bantu storytelling, and prayer flags and environmental poetry.

Neff and Rucynski (2013) used some tasks to integrate language and cultures in learning English. They promoted activities and methodologies such as restaurant role play, international city poster presentation, and intercultural interview education in language classroom. Specific cultures here refer to geography, occupations, pastimes, foods, historical events and personalities. Moreover, Zijjing (2014) inserted popular local festivals of Chinese for teaching language in order to have better understanding and to enrich students' source cultures. Content- based instruction and task-based instruction were combined to design the language course.

The last study was conducted by Rosdiana (2015) who combined two types of syllabus (text based syllabus and task based syllabus) for the learners of road safety transport management which English subject, in this setting, is for occupational purpose and academic purpose. To gather the information, she conducted not only needs analysis but also situation analysis as proposed by Richards (2001). On her finding, she claimed that the integrated syllabus met the goals of the English teaching program although there was constraint on implementing the course. She also recommended that English lecturers could collaborate with subject specialist to avoid miss understanding on technical terms.

From the result of previous studies described above, the writer infers that local cultures content can provide students' interest, motivation, inspiration, self-reward and they are involved seriously in every part of learning experiences while they still concern on language objectives. Moreover, Farida (2012) and Kanoksilapatham (2015) presented cultural themes with the use of interactive medium. Drawing from the result, the writer states that integrating local cultures can contribute learning situation and students' achievement.

The previous studies, however, did not formulate a syllabus regarding what contents are integrated while still conducting needs analysis as prerequisite studies before developing English materials. Whereas, a syllabus reflects the whole program that includes learning goals, contents, language competence, teaching methods, assessment, and learning sources. Although the author of previous studies (Metboki, 2014 and Farida, 2012) conducted needs analysis, they did not

look at the further aspects that have relationship with the research. They skipped cultural analysis presented in the existing English materials.

This current study is different from those previous studies. The first explores cultures of East Nusa Tenggara and second inserts Peralang folktales, even though the fifth only concerns the element of living pattern as crucial topics. Exploring cultures and situating more elements of cultures distinguish this study to previous studies while still conducting needs analysis and environment analysis to gain the needs of students. Therefore, the major purpose of the study is to integrate local cultures in designing English syllabus for eight graders of IJHS Miftahussalam.

2.2 Theoretical review

This theoretical review elaborates profile of IJHS Miftahussalam Demak, general concept of curriculum and syllabus, choosing a syllabus framework, designing syllabus, culture in language learning, cultural content for syllabus design, the level of difficulty, and English Skills.

2.2.1 Profile of IJHS Miftahussalam Demak

Miftahussalam Islamic Junior High School is under Miftahussalam foundation. The foundation provides educational services for around societies from elementary school to Senior High School since 1967. This school, however, was built in 1972 by several figures of local societies. Thousands of students have been graduated from this school. This school adopts Islamic education and rules around teaching and learning practices. This school provides local curriculum which contains Islamic education curriculum (*fiqih, taklim muta'alim, aqidah*

akhlak, etc.) and national curriculum which loads such courses as English, science, math, Indonesian, social, etc. As noted in curriculum, students have English course for 160 minutes a week.

To increase students' competence, institution provides various extracurriculars and facilities for the students. In accordance with English subject, there are English Club and language laboratory. Moreover, English speech contest is usually held at class meeting.

2.2.2 General concept of curriculum and syllabus

Curriculum is defined as a complete plan of a course including content that refers to linguistic domain. It is blueprinted which supports learning objectives to be achieved for teaching and learning (Richards, 2013:6). He, further, explains that syllabus is some contents that are logically structured into appropriate material. Then, teaching techniques, teaching procedures, learning activities are grouped as methodology. The instruments are used to assess students' competence named a test, and the process of evaluating the program is evaluation.

Curriculum as Allen (1984, in Nunan, 1988:4) defines, is very general concept influenced by some external factors, philosophical, social and administrative factors. In other words, developing curriculum begins from the fundamental program which is extended through a set of procedures. The external factor that contributes to developing curriculum is very important, so that curriculum developers do not ignore it.

Furthermore, language curriculum development can be defined as deciding learners' needs in particular class, forming goal and objectives, choosing and

ordering content, organizing appropriate learning techniques, selecting, adjusting or improving appropriate learning materials, learning tasks, and choosing, designing assessment and evaluation tools (Nunan, 1988:2).

Nation and Macalister (2010:1-2) proposed the process of curriculum development. There are three outer circles (principles, needs, and environment) that involve theoretical and practical considerations on guiding a process of course production while inner circle represents goals as its center. The application of principles is to decide the most important principles to implement and monitor the whole design process. It produces a course where learning is given the greatest support. Needs analysis produces a realistic list of language, ideas or skill items, future needs or wants of students. Environment analysis provides a ranked list of factors and considerations of the effects to the design. The process of curriculum development can be seen in the figure below:

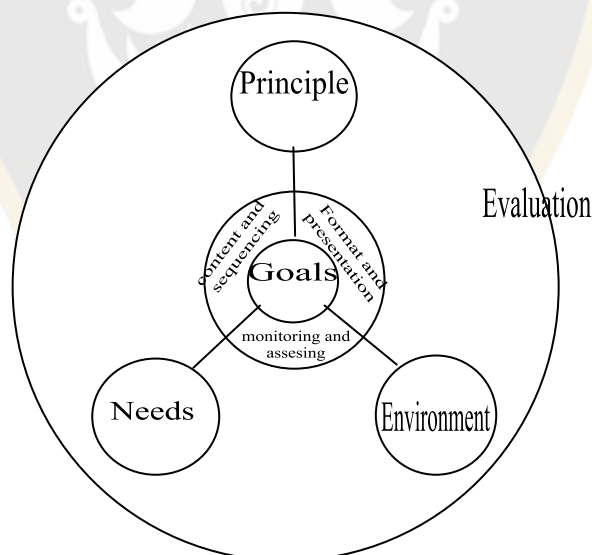


Figure 2.1: A model of the parts of the curriculum design process
(Nation & Macalister, 2010: 3)

Furthermore, they said that inner circle represents clear general goals of a course. The content and sequencing refer to some items or language contents to be learnt. Format and presentation allows teachers to modify the techniques and types of activities to transform contents. Monitoring and assessment part includes assessment activities such as testing the result of learners, observing learners, and giving feedback on students' progress.

Nevertheless, Richards (2001:2) distinguishes syllabus from curriculum. Syllabus design is one aspect of curriculum development. A syllabus consists of course content that will be taught and assessed whereas curriculum development needs more complex and detailed process. Curriculum development covers the needs of learners, considering aims or objectives, developing appropriate syllabus, ordering a course, selecting teaching techniques, choosing language materials and evaluating the teaching program.

Candlin (1984, in Nunan, 1988:1) also elaborates the definition of curriculum and syllabus. He argues that learning goal, learning activities, media, the relationship between teachers and students, evaluation are discussed in the curriculum. On the other hand, syllabuses are more specified and are concerned to something recorded in the classroom as teachers' and learners' application in present curriculum. These accounts or applications can be modified according to the curriculum. Therefore, the developmental process is on-going and cyclical.

In addition to the previous one, Vanek (1975, In Nunan, 1988:5) explains the area that is possible to be modified. Those are: a) topics or contents of

language, b) language learning activities, c) the functions of language, d) the general concept and specific concept, e) the language forms, f) the level of skills.

2.2.3 Choosing syllabus framework

Practitioners agree that the best syllabus indirectly gives advantages of successfully learning program. It seems as preview of how learning program would be, because Syllabus, on the other hand, contains the major accounts that will be used in planning language course and it is completed with instructional model. There are many types of syllabuses that have been developed to provide language teaching and learning nowadays. First, situational syllabus is developed around different situations. Second, content-based-syllabus focuses on different topics and leads students to talk them in English. In this syllabus, meaning is necessary than language form. Third, functional syllabus refers to a syllabus that organizes around the functions. Finally, task-based syllabus is a syllabus that provides learners with different tasks and activities to carry out in English (Richards, 2001:152-163). There are also some other syllabuses as grammatical syllabus, procedural syllabus, and text-based syllabus.

To choose appropriate syllabus that meets learners' need in particular classes, there are some factors that may guide teachers to use it. Those factors comprise; a) knowledge and beliefs about language skills, b) Theory and research result of syllabus, c) practical consideration that relates with teaching experience in developing language program, d) national trends or international trends. However, many curriculum developers factually do not develop syllabus for their

own course based on single category but they merge two or more different syllabus types.

2.2.3.1 Situational syllabus

Situational syllabus refers to the model of selecting, organizing, presenting language items based on the specific situation such as at the home, at school, at bank, at supermarket. White (1988:63) elaborates the advantage of developing situational syllabus. It can avoid a restricted range of language use through selecting certain situation. Language that will be performed by learners associates with the situation given. For example, the situation is at supermarket. The language that will be used is around the transaction between seller and buyer or things that showed in the supermarket.

2.2.3.2 Task based syllabus

The core notion of task based syllabus is that the learning program organized around the tasks or activities in which students complete to reach learning target. According to Richards et al (1985:289, in Nunan 1988: 48), task is an activity or action which is carried out as the result of processing or understanding language. In this teaching practice, grammar is not the central because the learners get grammar by carrying out the tasks. Tasks on this syllabus should adhere the following criteria; focus on meaning, real-world relationship, and there is target goals.

There are two kinds of tasks as basic for designing syllabus. Those are pedagogical tasks which are based on second language acquisition theory and to

trigger learning practices and strategies. The second one is real world tasks which are designed to practice rehearsing. The tasks of this kind are jigsaw tasks, information gap tasks, problem solving tasks, decision making tasks, opinion exchange tasks (Richards, 2001:162).

2.2.3.3 Text based syllabus

Text based syllabus, well known as a genre based approach refers to kinds of text, not to traditional varieties of literature. The text is built up based on social purposes and its context that deals with the purpose. (Hartono, 2005: 4). Moreover, Richards (2001:163) defines that text based syllabus is a syllabus that is developed around text and leads the students to analyse the context. Therefore, genre based text is process of understanding a text which deals with the social purpose and context.

Genres are divided into two kinds. The first is story genre which includes a narrative, a recount, anecdote, and spoof. The second one is factual genre which is organized around a procedure, an explanation, a descriptive, a report, a discussion, an exposition, and news item text. Each genre has specific characteristic in the form of social function, structures of text and linguistic features. This distinction is expected to help students to communicate with a text (Hyland, 2004:29).

2.2.3.4 Content based syllabus

Content based teaching theory and practice are not newly growing in the language education field. It is actually developed based on previous theories of language teaching. Some antecedents that connect to the content based teaching are started

from the communicative approach by (Widdowson 1978; Brumfit and Johnson 1979; Richards and Schmidt, 1983), cognitive theories (Ausubel 1968; Anderson 1983), Natural approach (Krashen and Terrell, 1983), ESP movement (Hutchinson and Walters, 1987) and bilingual programs (Lambert and Tucker, 1972; Swain and Cummins, 1982; Hoffman 1991).

Brinton, Snow and Wesche (1989, in Madrid and Sanchez, 2001) define that content based instruction is to integrate content with language teaching aims. In other words, it is learning academic subject matter and foreign language skill. In learning experience, the learners are involved to seek information and do academic tasks, while they acquire a foreign language in natural way. Meaning is concerned here rather than language form. Moreover, the learners are encouraged to think the subject matter and connect it through four language skills (listening, speaking, reading and writing). They can practice contextualized reading passage and they can listen teachers' opinion. And finally, they write an interest topic or theme.

In addition, Nunan (1988, in Jalilzadeh and Tahmasebi, 2014) argues that learners are motivated to learn language through relevant topics organized systematically and with different view. This syllabus concerns on getting a meaning and on understanding the information. It means that understanding content is a major concern while language learning occurs incidentally during learning program.

Content or topic based syllabus is very closely related with situational syllabus. Finocchiaro and Brumfit (1983: 18-19) deeply explain the advantages of

this syllabus type. Those are; a) it sets realistic learning tasks, b) it provides real world language use in set of sociocultural situations in which vocabulary, grammar, and culture are selected and graded, c) it allows teachers to explore the learners' sociolinguistic, psycholinguistic, and linguistic, d) it promotes teachers to use a variety of situations or setting when language is used through speech act, e) it can develop naturally from existing teaching methodology, f) it leads us to emphasize the needs for receptive activities before rushing learners into premature performance.

2.2.4 Designing syllabus

In this research, the writer attempts to integrate local cultures in designing syllabus for eight graders of IJHS Miftahussalam Demak. Nation and Macalister (2010) mention the procedures of curriculum development : a) Needs analysis, b) Environment analysis, c) Principles, d) Goals, contents and sequencing, e) Format and presentation, f) Monitoring and assessment, and g) Evaluation. The syllabus design occurs at studying needs, environment analysis, stating goal and objectives, course content and sequencing.

2.2.4.1 Needs analysis

The early procedure of designing syllabus is discovering the needs of learners. Administering the needs is necessary to discover what the students are expected to do and what they need to be able to do. Nation and Macalister (2010:24) briefly state that needs analysis is conducted before stating the goals and course contents. It is to observe what the students already get and what they want to do more. The result of those confirms the content of course is relevant and useful for among

learners. Besides, study of needs is also to collect information about particular problem of learners, to determine if a course adequately focuses on potential students, to discover what language skills needed (Richards, 2001:52).

Conducting needs analysis is very wide. Therefore, Hutchinson and Waters (1987, in Nation and Macalister, 2010:24-25) divide the needs into two. They are target needs (i.e. what the students need to do in target situation) and learning needs (i.e. what the learner needs to do in order to learn). They, further, break down target needs into necessities (what is necessary in the learners' use of language), lacks (what the learners lack at present), and wants (what the learners wish to learn at future).

A curriculum developer can collect information of target needs through distributing questionnaires, conducting personal interview, collecting data (textbooks, curriculum document, exam papers, etc.), observing classroom activities, doing informal consultation with teachers and learners, and giving a test. Meanwhile, subjective needs are gained through learner self-assessment by using lists, scales, questionnaires and interviews (Nation and Macalister, 2010:25). Moreover, Richards (2001:55) suggests that the target users in the secondary school English curriculum are curriculum officers in the ministry of education, teachers, learners, course writer, testing official and staff of tertiary institution.

2.2.4.2 Environment analysis

Environment analysis or as Richards (2001) called situational analysis is very important step in designing syllabus. It is to ensure that some elements involved in

learning program are usable and practicable. Tessmer (1990, in Nation and Macalister, 2010:14) explains that Environment analysis tries to look at the factors that will influence on the decisions of the goal of course, contents that will be integrated in the course, teaching procedures and teaching evaluation. Those various factors can be gained from learners, teachers, and the teaching and learning situation.

Richards (2001:91) then states that situational analysis focuses on analysing the factors that have potential impact to the present curriculum project that is being designed by curriculum designer. These factors may be political, social, economic, or institutional. Those factors, moreover, can be positive or negative in syllabus design according to the results of situation analysis with possible representatives (parents, students, teachers, school official), analysing relevant documents (policy papers, teaching materials, curriculum documents), and observing teachers and students in relevant learning setting (Richards, 2001:92).

2.2.4.3 Principles

This sub-chapter discusses the principles that relate with pedagogical theory, focusing on curriculum and syllabus design and teacher training. The major problems in teaching and learning nowadays are that particular or whole aspects of curriculum design have not been methodically following research and theory. It is generally caused from unwillingness of stakeholders to implement the needs what already they know.

Nation and Macalister (2010:37) formulate twenty principles in order to guide teaching and to help in the design of a course. They also highlight that those

principles must be based on research and theory and must be general enough to provide variety and flexibility in their application to accommodate the wider context of language teaching. Those following principles are: a) frequency, b) strategies and autonomy, c) spaced retrieval, d) language system, e) keep moving forward, f) teachability, g) learning burden, h) interference, i) motivation, j) four stands, meaning-focused input, language-focused learning, meaning-focused output, and fluency activities, k) comprehensible input, l) fluency, m) output, n) deliberate learning, o) time on task, p) depth of processing, q) integrative motivation, r) learning style, s) on going needs and environment analysis, and t) feedback.

2.2.4.4 Goals, contents and sequencing

2.2.4.4.1 Goal

In the curriculum or syllabus discussion, it is possible to briefly define the term of *goal*, *aim* and *objective*. General people may think that those terms are similar each others but it is actually different. Richards (2001:120) explains that the term of goal and aim is interchangeable. It refers to a description of general purpose of curriculum. He, moreover, claims that a specific statement of goal can bring learning program more effective, provide clear purpose of program, provide guidelines for teachers, students, and the material writers, and provide a focus for instruction.

Objective is a statement of specific changes which a program seeks to bring about and result from an analysis of the aim into different component (Richards,

2001:122). He, further, explains that objective should be consistent with the goal of curriculum, precise (not vague and ambiguous) and feasible.

In addition, Nation and Macalister (2010:71) states that the goal of curriculum specifically English lesson can relate on one or more the following areas: language, ideas, skills or text (discourse). For example, language area covers such units as vocabulary, verb forms and patterns, or language functions. Ideas may include topic, theme, and situation.

2.2.4.4.2 Choosing Contents

Selecting course contents is central issue in course design. Therefore, course designer should consider the following items; a) materials are relevant with the students' interest and students' level, b) materials are available and practicable, c) materials are in accordance with the students' capabilities and not difficult for them. Richards (2001:148) explains a selecting course by giving an example of it such as: Grammar (e.g., using the present tense in the description), functions (e.g., describing likes and dislikes), topics (e.g., writing about local issue or global issue), and texts (e.g., writing business letter).

Choosing the course contents deals with the list of possible topics that is related with the level of learners, in this case, Junior High School level. These possible topics are explicitly guided in the curriculum document (KTSP) and absolutely will be modified based on the findings of need analysis, environment analysis and the purpose of this research, is integrating local cultures in designing syllabus.

2.2.4.4.3 Sequencing

The unit of lesson is formed into two kinds of ways. First, the material in one lesson depends on the learning that occurred in previous lesson (a linear development). Second, the material is separate from other materials so that doesn't need any learning order (a modular arrangement). If it is a kind of linear development, Nation and Macalister (2010:82) suggest that material prepared with simple thing than complex item prepared for later.

In addition, Richards (2001:150-151) proposed some ideas of sequencing materials based on following concept; a) simple to complex, b) chronology, it is sequenced according to the order of event which occurs in real world, c) need, it is sequenced according to when learners are most likely to need it outside classroom, d) prerequisite learning allows learners master most necessities material as foundation for next step, e) whole to part or part to whole, in some cases, material at the beginning of a course may focus on the overall structure of a topic, f) spiral sequencing or recycling of items.

2.2.4.5 Format and presentation

The major concern of format and presentation is that to choose what components are filled to complete a set of material format and how to present to the learners. This presentation will include some appropriate procedures and techniques in teaching and those will be integrated in lesson. Besides, it may involve other aspects such as course sequencing and time distribution.

Nation and Macalister (2010: 9) argue that the advantages of having a set of lessons format are: a) the lessons are simpler to make because each of which does

not need to be designed unconnectedly, b) the lesson are easier to monitor and to check, c) the course are faster to learn because the students can envisage what will occur and they are recognizable with teaching techniques.

2.2.4.6 Monitoring and assessment

Monitoring and assessment is a common part of curriculum development. It is to evaluate and measure the program that is going on or done. Teachers may take the results of monitoring and assessment to reform the program comprehensively. Rico and weed (1995:176) state that a process of defining the students' performance in learning is called assessment. It can be used as reference for teachers to modify and improve students' performance.

Besides, the purpose of assessment is that teachers can observe students' strength and weakness during learning activity. They may take some actions after getting the information. Moreover, Nation and Macalister (2010:107) state that monitoring and assessment can provide learners' present knowledge and progress, and it can also be tool of encouraging an involvement and participation. They, further, explain types of monitoring and assessment in part of a course. Those are as follows:

- a. Placement test: it usually occurs at the beginning of a course to know what level of a course the learners should be in. it is to ensure that they do not get the course too easy or too difficult.
- b. Observation of learning: when the course is running, the learners are monitored by teachers in order to ensure they are on the track of learning program.

- c. Short-term achievement assessment: this monitoring occurs during regular interval of a course. It is in the form of weekly test, daily test, and mid-term test.
- d. Diagnostic assessment: it is aimed at finding the gaps of students' knowledge and students' weakness and preparing a remedy program for them.
- e. Achievement assessment: it is usually conducted at the end of a course in order to examine the effectiveness of a course as much as testing the learners.
- f. Proficiency assessment is addressed to test the language as a whole rather than a particular course. It tries to measure learners' language knowledge in relation to other learners who have studied different course. Proficiency test includes TOEFL and IELTS.

2.2.5 Culture in language learning

Cultural background of English learners is still relevant to discuss. Learning language, in other ways, seems learning culture from the language being learnt. To discuss the connection of culture and language, the researcher begins at defining culture. Culture commonly is defined as valuable custom and way of life in particular society. Hofstede (1991: 5) says that culture is the set of assumption in the mind which distinguishes the member of certain group to another. Moreover, Judd (2002:10) defines that culture is the system of shared objects, activities and beliefs of a given group of people. Furthermore, Kramsch (1998:127) states that a shared practice is the membership in a discourse

community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and acting.

Language learners mostly bring some attributes including cultural matters in classroom. Acquiring either foreign or second language is apparently acquiring its culture. It means that foreign learners are trying to connect cultural knowledge they own with the culture of language being learnt. Robinson and Nocon (1996) in Brown (2000) mention that the notion of culture learning is “a magic carpet ride to another culture”. They continuously suggest that culture learning is “process, that is, as a way of perceiving, interpreting, feeling, being in the world...and relating to where one is and who one meets”. The students who are learning language and its culture try to create meaning with cultural representative both their culture and other culture. In addition, meaning of language is as a mechanism of cultural transmission and a promotion of cultural values. The interaction of target culture (foreign culture) and sources culture (students’ culture) is called blended culture.

The existing of culture (target culture and source culture) in language learners is natural. In this context, teachers are suggested to do the following activities in the classroom; a) develop and promote cultural awareness, b) use local knowledge or belief with appropriate methodologies, c) promote an ethnographic imagination, d) use comparative perspective in presenting material e) reconsider “universals” in teaching and learning (Willis in Palfreyman, 2007:1).

2.2.5.1 Cultural aspects in language learning

People in this world have identity that differs to other people. The identity can be represented by some components of its culture. There are seven characteristics of local culture; 1) it is a part of cultural item in community, 2) there is a feel of belonging from a community, 3) close to nature, 4) it is a universal sense, 5) it is practical, 6) It has same shared knowledge, and 7) it is inherited to people generations (Victorino, in Hatimah, 2006:41).

The characteristics simplify to select the number of local cultures as material contents in teaching English. The local content practices as values shifted within the text types. It is absolutely to consider the students' profile (their need, students' interest, students' cultural background and their literacy level) in developing material. Material content based on cultural topics and students' profile is expected to meet the effective learning. Hasselgreen (2003, in Kristiawan 2012: 184) elaborates the categories of cultural aspects as follows:

1. Ability of coping with daily life activities, traditions and living conditions (e.g., home, school, festivals, etc.). For instance, Everyday family life: foods, daily activities, pets and other animals, free time: exercise, holidays. Festives (tradition, food ritual), Country locations: occupations and farming activities.
2. Ability to deal with social conventions (e.g., manners, dressing and meeting people). For instance, Roles and relationships: boys-girl, men-women, Social events: party, weddings, clothes: traditional costume

3. Confidence with the values, beliefs, and attitudes of the foreign language users (e.g., what they are proud of, worry about and find funny). For example, people characteristic: friendly, polite, impolite, beliefs: physical appearance, skin-hair colour. Cultural heritage: national history and independence, national and local heroes, singers. Ethnic identities. Sense of humor: humour, jokes.
4. Ability to use verbal communication means (e.g., greeting, apologizing, expressing gratitude, embarrassment and love). For instance, Addressing people: degrees of politeness and distance, greetings, apologizing. proverbs: animal references (i.e. as stupid as).
5. Ability to use non-verbal language (e.g., body language and facial expressions). For instance, Body language: shaking hands, kissing, hugging, nodding, gesticulating-hand signals. Body contact: touching, standing too close, too far. Facial expression: eye contact, winking, smiling, crying.

2.2.5.2 Cultural content for syllabus design

Cultures are distributed into local (source) cultures which refer to learners' own culture i.e. Indonesian cultures, target cultures which refer to the culture of English speaking countries, and international cultures which cover all cultures other than source culture and target culture (Cortazzi and Jin, 1999 as cited Kirkgoz, 2011:5).

There are four cultural topics in language learning. Those are products, practices, person, and perspectives (Yuen, in Xu, 2013:10). In the context of students' cultural background, the writer describes specific or local topic in

accordance with students' background knowledge. The four topics are then elaborated as follows:

- a. Cultural specific events, people from one region usually have some traditions to commemorate a special day in every year. For example, *Degdoran*, it is an event to welcome fasting month. In the term of agriculture, there is thanksgiving event. It is to express grateful to God.
- b. Cultural specific items, the items are divided into the following specific item: *a costume*, every region has specific features of costumes, for example a central java costume is different from Aceh costumes. *Food and drink*, every region has typical food and drink that the people like. *House*, every region has typical interior and building design, for example, *Joglo* is well known from Java. *Heritage items*, every region has specific heritage related to the culture (*Wayang Kulit* from Java).
- c. Local legends, every region has folklores. People keep it through telling stories to their generations. Classroom is a best setting to learn and build cultural awareness in order to intrigue students' pride on their own culture. Local folklores originally from Java are *Roro Jonggrang*, the legend of Rawa Pening, *Joko kendil*, etc.
- d. Beliefs, cultural values influence people belief. A belief refers to something that obligates someone to do and not to do. For example, in Indonesian values, it is not allowed to give something with left hand, it is impolite to use Javanese *ngoko* (the third level of Javanese language) when children speak to the old man.

- e. People, it is not always, from one group to another group are different viewed from characteristics and physical appearance.
- f. Heritage spot, it refers to a place that represents a community. For example, a great mosque of Demak, it is heritage spot in the context of religion. The mosque is built to resemble the characteristic of Javanese building. It is different from a mosque found in Sumatra
- g. Music and dance, they are part of cultural product. This is to show identity of community.

2.2.5.3 Tasks for integrating culture in language teaching

According to Freeman and Freeman (1998, in Kristiawan, 2012:175), they claimed that adopting a local culture in the target language teaching can lead to students' positive attitude toward the target language learning and build their confidence. Language teaching, however, must be well managed to achieve learning goal. Because no many textbooks perfectly present supplemental activities to make language learning consistent, the teachers need to plan those ideally.

Neff and Rucynski (2013:14) suggested that teachers need to design their language classroom with the following sequence of activities (Presentation, Practice, and Production): (1) Presentation stage is used to introduce the topic. For example, warming-up activities, the teachers show students about what they would build toward; (2) the students are given opportunity to have contact with English in the practice phase. The teachers act as professional mediator to guide them practicing any English situations; (3) Students are assessed on their

performance in the production stage. They produce different communicative tasks.

The application of three sequence activities can be seen, for example, in the Restaurant role play. Teachers may add more explicit local culture elements and more language production. It starts from the following activities; (1) divide the class into several groups and introduce students the rules; (2) give the students a list of expression related with the situation; (3) give them menu that contains specific foods (*cucur* cake and *wedang ronde*); (4) perform the expression in restaurant situation. The student may offer foods and their colleague can respond them with suitable response.

From the activity above, there is integration of local cultural point and language point. Local cultural point occurs on offering the idea of Javanese foods “*cucur* cake” and “*wedang ronde*”. The restaurant role play shows a fact that the students contact language with their behaviour. In addition to local cultural point, language point is performed through certain English expression. They practice how to offer thing with English either politely or impolitely.

2.2.6 The level of difficulty

This current study is intended to secondary school or Junior High School learners. Their age is around thirteen to fourteen. In the previous grade (elementary school), they have been introduced English at fifth grade or sometimes at fourth grade. The writer assumes that they may have English but it is still poor. Based on this criterion, they are categorized as beginner level in accordance with students’ proficiency level. Richards and Schmidt (2010:464) describe proficiency level as

a description of a language learner's level of performance in a target language. It is often described in terms of beginner level, intermediate level or advance level. Moreover, proficiency levels are also used to describe difficulty levels of language course and language teaching materials.

Learners who are learning at beginner level typically like to do the following activities: a) like to think tasks such as listing, summarizing, clarifying, remembering, and responding, b) like to learn "day to day" with a set of tasks to complete each day, c) begin to engage in design culture, professional organizations, exhibitions and students' life, d) join at team member position, e) learning with full of body movement.

2.2.7 English skills

English skill is generally divided into four skills namely listening, reading as receptive skills, speaking and writing as productive skills. Those four skills are used to express and create discourse in society. In recent curriculum for Junior High School, the students should achieve functional level which means that they use English to fulfill daily needs. For example, reading newspaper, manual or instructions, etc.

2.2.7.1 Listening skill

In acquiring language, listening is often overlooked than four language skills both in importance and practice whereas listening is as feeder to link other productive skills such as speaking, reading and writing. Bueno et al (2006: 282) notes that

listening involves an interaction between cognitive activity which inside human's head and social phenomenon that refers to environment surrounds the hearers.

Listening takes significant part for communication because it provides meaning and the hearers may respond well according to how well they listen. Learning to listen for language learners requires detailed comprehension because it acquires pronunciation, word stress, vocabulary, syntax, tone of voice, pitch and accent (Cross, 1998 in Renukadevi, 2014:60).

Listening comprehension means that the listeners understand to what they have heard. In other words, in EFL teaching, if they could learn the text as they heard, it could be assumed that the listeners have understood it. To listen with comprehension, the learners should pass the listening stages of hearing, listening, auding and cognizing. They use ear to accept sound called hearing stage. The process of categorizing sound sequences and sound components is regarded as listening stage. Auding is the process of transforming words into meaning. Cognizing refers to various aspect of knowing which can be influenced by different experiences (Harvey, S. & Goudvis, 2000 as in Asemota, 2015:27).

2.2.7.2 Speaking Skill

Conveying meaning with verbal language for any situations is called speaking. Nunan (1999: 216) defines that speaking is a process of constructing meaning that involves producing, receiving and processing information. Better communication is accepted when speakers and hearers understand each others. In communication, the speakers try to express, interpret, and negotiate their sense to the hearers. They create communication due to achieve certain goal.

Basic features of making oral communication, firstly, it happens in real time. During conversations, commonly the hearers are waiting for speakers to speak right then (Nunan, 2003:48). Most responses are spontaneous and unprepared. The time pressures speakers to plan and control the message as effective as possible. So that, they cannot convey message as long as in writing and they occasionally forget what have already said and what things want to say. Second, speaking is often face to face interaction. It is not rarely most conversation takes face to face interaction both speakers and hearers. It allows them to give immediate response which covers facial expressions, gestures, and body movements.

2.2.7.3 Reading Skill

Reading is the interaction of people and a text to get the information. Aebersold and Field (1997:15) defines that reading is what happens when people look at a text and assign meaning to the written symbols in that text. Moreover, Wallace (1992:5) says that readers filter information and make a conclusion during reading. Reading activity is not always to find the overall meaning of text but readers sometimes have attention to select certain information in the text.

Reading can be intensive or extensive. The first type focuses on deep analyzing grammatical features. Intensive reading usually takes place in the classroom. Teachers can extract reading material from magazines, poem, internet websites, newspaper, the types of genre such as a narrative, a descriptive, a recount (Harmer, 2007:100). The contrasting one, extensive reading is intended to get the overall meaning of a text rather than constructing grammar or

discussing vocabulary items. The activities in extensive reading are reading to find information based on topic guided with questions, to obtain the impression of a text, and to comprehend denotations.

Understanding detailed information in the whole text, not only understanding the meaning of every word, single sentence, or even paragraph is called text comprehension. To comprehend the text, the students should have shared schematic knowledge. This is to make prediction with what the content then is going on. Nunan (1995:68) claims that the background knowledge of readers and language markers within a text are arranged to reconstruct meaning of text. Schemata are highly significant for language learners to comprehend a text specifically in predicting some ambiguous text which can be interpreted in different ways. On the contrary, the lack of schemata can cause failure in digesting a text.

Reading comprehension is classified into three levels. First is literal comprehension which allows reader to identify the clues that is explicitly stated in the text such activities as finding a place, a thing, a name. Second is inferential comprehension which invokes the readers to predict the implicit meaning in the text. The last is critical comprehension. It requires the readers to make a judgment about the writing style and other aspects as like the linguistic components, and central issue (Hillerich, 1983:126).

2.2.7.4 Writing Skill

Writing is an integrated skill. It integrates grammar accuracy, word choices, cohesion and coherence into a paragraph. For junior learners, writing activity

seems frightening because of two assumptions. They have no idea what they will write and they will fail writing well caused grammatical mistakes and others. In other words, starting to write is not just stringing word by word which conveys meaning or ideas but it takes some aspects of writing. Murcia (2001:206) stated that the best achievement for learners if they could express idea in writing a foreign language with coherency and accuracy. Coherence means the sentences hold together. The transition of one paragraph to other paragraph must be smooth and logic. While, accuracy means the sentences must be in correct form of grammatical rules.

Teaching productive skill as like writing must be started from easy ways to hard ways. Teaching writing in easy ways such as restructuring jumbled sentence and building sentence from simple into compound sentence. Building one idea into a paragraph cohesively is hard way in teaching writing. Commonly most writing classroom assignments require you to write in the following ways: explain or describe, compare and contrast, provide causes and effects, persuade or argue, sequence or narrate. The ways you think, of course, will assist you in organizing the idea.

CHAPTER III

RESEARCH METHODS

This chapter elaborates research methods that comprise research design, research procedures, research subjects, data resources, research instruments, techniques of collecting data, and techniques of analysing data.

3.1 Research Design

This current study is aimed at investigating “a case” which refers to the English syllabus used by a school. In this research, the writer attempts to describe what happened with previous syllabus and also attempts to redesign a new model of English syllabus in order to reach the goals of English learning program. Accordingly, the research design adopted in this study is a case study which can be defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (Yin, 1984: 23 as cited in Nunan, 1992: 76).

Moreover, Gay *et al* (2011:445) explicitly elaborate that a case study would be conducted when the researcher needs to answer questions (i.e., what happened, how or why did something happen?) and focuses on a bounded system such as individual teacher, a classroom or a school. This research design is selected because it presents strongly real of phenomenon in which the writer, readers or other researchers can generalize from a case so that policy makers can decide the program evaluation or redesigning.

There are four stages in conducting a case study. The first is defining the objectives which cover its characteristics, relationship and processes, then continues to design the approach that formulates the ways units are selected, source of data and data collection method. The following is organizing the information to construct coherence and the last stage is reporting and discussing the results (Isaac and Michael, 1987: 48).

3.2 Research Procedures

The first phase of this research is conducting needs analysis and environment or situational analysis in order to obtain whole information of learners' need and some factors that contribute to them in learning English. The result of those are analysed using SPSS for quantitative data. After that, it continues to next step namely developing syllabus which begins stating goals and objectives, choosing course content, and grading and sequencing the content. Finally, monitoring is needed to ensure that syllabus meets to the learners' need and can give much experience to them. To simplify the explanation in advance, the following is the figure of the research procedure.

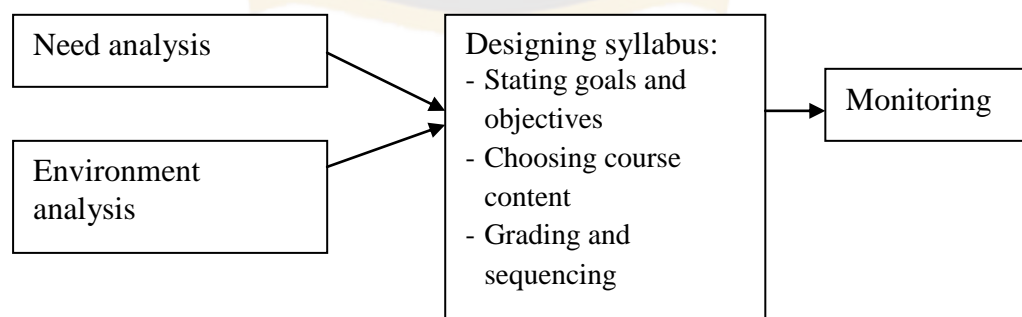


Figure 3.1: Research procedures

3.3 The Subjects of the Study

The subjects of this research are as follows:

- a) Seventy five students of the eighth grade of IJHS Miftahussalam Demak in academic year 2016/2017
- b) Five English teachers of IJHS Miftahussalam Demak in academic year 2016/2017
- c) Three stakeholders, they are headmaster and curriculum vice principal of IJHS Miftahussalam Demak, and English material developer of LP Ma'arif NU Demak.

3.4 Description of teachers and learners

There are totally twenty seven teachers and six officials in Miftahussalam Islamic Junior High School Demak. They work based on job description that given by institution. For English subject, there are five teachers who distributed to teach from seventh grade to ninth grade, three teachers teach English at eighth grade, while two others are having responsibility for seventh and ninth grade.

The total number of students of eighth grade is 157 students which are divided into four classes. In this case, all of students were not selected to be respondents but only seventy five students randomly selected as subject of the study. There were 28 male and 47 female students. Twenty students are from A, B, C class, while 15 others are from D class. The students' data is presented in the table below:

No	Classes	Number of students	Subject of the study	Male	Female
1	VIII A	40	20	9	11
2	VIII B	42	20	9	11
3	VIII C	41	20	9	11
4	VIII D	34	15	1	14

Table 3.1: The number of students

3.5 Data Resources

Data are categorized into two. Those are primary data and secondary data. Primary data were gained from teachers, students and stakeholders. Meanwhile, secondary data were obtained from supported documents such as exiting syllabus, lesson plan, Students' work sheet (LKS) and English text books.

3.6 Research Instruments

Instrument is a tool that is used to collect information or data in order to get desired information easily. Cresswell (2012:151) said that a tool for measuring, observing, or documenting quantitative data is called instrument. It contains specific questions and response choices that can be designed according to the purpose of the study. The instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument. For this research, the writer used the following instruments.

3.6.1 Questionnaire

According to Gall *et al* (2003:222), questionnaires are documents that contain some questions for all respondents. Respondents can type or write a given response to each question items, also, they can control the data-collection process. They may fill out the questionnaires at their convenience, answer the items in any

order, make any comments, or skip questions. In this research, the writer used two types of questionnaire as closed (structured) questionnaire that allows respondents to control question items and opened (unstructured) questionnaire that asks respondents to answer freely according to their independent response.

Before distributing questionnaires to target respondents, those questionnaires must be validated. Validation is essential for the effectiveness of data collection in research procedure. Best (1981:153) said that validity is quality of data gathering instrument or procedure that enables it to determine what it is designed to determine. In this research, the researcher used content and face validity to validate the questionnaire. Content validity allows validator to look at the content toward the topic and the field that being tested through rational analysis. Meanwhile, face validity is a validity that asks some experts to get some information and advice in evaluating every questionnaire items. There were two experts who validate the questionnaire of this study, the thesis advisor and vice principal of curriculum.

Another way of evaluating the quality of questionnaire is reliability. It is conducted after doing validity of test. Best (1981:153) said that reliability is the quality of consistency that the instrument or procedure demonstrates over period of time. Whatever it determines, it does consistently. It means that although the instrument tested the different occasions, its result will be consistent or similar. For this research, the writer distributed questionnaire twice to the different students on different period of time.

To develop question items in questionnaire, the writer gained such information as existing syllabus, used lesson plan, preferred teaching techniques used by teachers, learning experiences, language used, and classroom activities besides reviewing related literature of arranging best questionnaire.

3.6.2 Observational checklist/field note

What should be prepared first by the observer before conducting observation is observational checklist/field note. It is to record what happens in research site. Cresswell (2012:216) states that field notes are text recorded by the researcher during an observation in a qualitative study.

3.6.3 A test

A test is any structured performance situation that can be analysed to yield numerical score, from which inferences can be made about how individual differs in the performance construct measured by the test (Gall *et al*, 2003: 189). A test, in this study, consists of some questions related with the course content being learnt by the students of IJHS Miftahussalam Demak. Multiple choice questions are selected because those are easier to score and more objective.

3.7 Techniques of collecting data

Collecting data is a process to complete some supported data in teaching learning program such as existing syllabus, lesson plan, existing textbooks, students' needs, and teachers' and stakeholders' expectations in order to find out the objectives of study. Hutchinson and Water (1987:153) mention the methods that are frequently used to collect data resources. Those are questionnaires, interviews, observations, data collection from gathering texts and informal consultation with

learners, sponsors, and others. Nevertheless, in this case, the writer used five methods of collecting the data such things as questionnaires, interviews, observation, and documents analysis or review.

3.7.1 Administering questionnaires

This technique is administered to the learners, teachers and stakeholders. It is selected because it is low cost and effectively to reach out all the target of respondents. The learners' questionnaires comprise the problems experienced by students in English course, language demands of the course, which language skills should be focused in course program, and what kind of modifications should be made in teaching or assessing as a result of the difficulties faced by students.

3.7.2 Doing interviews

This technique is used to obtain the primary data in which addressed to the subjects of the study. A draft of interview is designed based on the information items that the writer wants to explore deeply. Gall *et al* (2003:222) explain that interviews consist of oral questions asked by researcher and oral responses by the research respondents. They, further, argue that interviews can be conducted for exploring phenomenon that are not directly observable such as inner experience, opinions, values, interest, and like or dislike.

In this case, the writer used a semi-structured interview. Nunan (1992:149) clearly states that it is an interview in which grants the researcher to have a general idea of where she or he wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined question. A semi-structured interview was addressed to the teachers and students. However, I

used focus group interview technique for large number of students and one-on-one interviews for teachers. According to Cresswell (2012: 218), a one-on-one interview is selected by consideration of interviewing participants who can articulate and share ideas comfortably while a focus group interview is for interviewing several respondents who are similar each other and the time to collect information is limited.

3.7.3 Doing observation

Observation is additional way to look at the learners' need. They sometimes do not feel well when being observed. It is as consideration doing observation. Richards and Schmidt (2010:407) defines observation is the purposeful examination of teaching and learning events through systematic processes of data collection and analysis. An observation is necessary to capture the real condition, attitudes, and events at a single point in time without any manipulation from researcher.

An observation is regularly conducted while teaching and learning process being implemented in order to get information the real condition in the classroom. In this situation, the researcher becomes as an English teacher in this research setting so that, he can monitor factually and hopefully without any information gap. Observation can be categorized informal need analysis which occurs between teacher and students in informal negotiations. The result of the questionnaire was in the form of checklist or field notes.

3.7.4 Reviewing/analysing document

The documents in this case are categorized into two types, formal documents and non-formal documents. School Curriculum, Government curriculum, existing syllabus, and lesson plan are formal documents. Then English textbooks, Students' Work Sheet (LKS), handout, and other teaching materials are non-formal documents. The documents then are reviewed to find out the objectives of this research.

3.7.5 Distributing a test

A set of test is distributed to one class that contains forty students of eighth grade in IJHS Miftahussalam. A test is administered to examine individual aptitude, academic achievement, and various aspects of personality. It is to assess the students' performance and compare the local culture based topic and general English topic.

3.8 Techniques of analyzing data.

As mentioned earlier, there are five techniques to collect the data; questionnaires, interviews, observation, test and documents review. The data of this research are grouped into two; quantitative and qualitative data. Three techniques (interviews, observation, and documents review) above are included in the qualitative scope because they describe a social phenomenon which occurs naturally without any attempts to manipulate situation under study (Dornyei, 2007:38). For interviews, it was recorded and transcribed. It contains comments and suggestions from teachers, learners and stakeholders. Moreover, the results of the observation were written as field notes.

Content analysis was used to review the published English textbooks. This analysis based on the model proposed by Murayama (2000, in shin et al 2011:259) but the writer modified it to expand her local study to international scope. This model focused on the presentation of cultural content and on the level of cultural information. Cultural classification from Cortazzi and Jin (1999) is helpful to distinguish cultural presentation. They divide cultures into source culture (Indonesian), target culture (British, American, Australian), and international culture (German, Egypt, etc.). To find out cultural analysis, the total number of elements in each textbook was examined with category of presentation both visual (pictures, photograph, etc.) and written (topics, name of character and place, etc.).

Moreover, questionnaire and test are techniques used to collect quantitative data. The writer used t-test in SPSS to examine the result of test. It is to find out the effectiveness of syllabus. In one hand, the question items in the questionnaire converted to *Likert Scale*. It consists of five point scale that relates with the learners' opinion. The data are, further, converted into the interval of mean values on a scale of 1 up to 5 using a range of the factual score. It, then, was analysed through SPSS version 16.0. Descriptive statistics is used to describe the result items in the questionnaire. The following is an example of *Likert Scale*.

Score	Category	Mean range
1	Strongly disagree	1.00-1.50
2	Disagree	1.51-2.50
3	Undecided	2.51-3.50
4	Agree	3.51-4.50
5	Strongly agree	4.51-5.00

Table 3.2: *Likert Scale* and meaning
Best (1981:182)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the finding of English textbook review, existing syllabus review, the needs of students, the needs of stakeholders, the finding of environment analysis, the list of cultural topics for learning English, integrating the topics of local cultures for learning English, and the implementation of syllabus based local cultures into material.

4.1 Finding of English textbook review

In this research, the writer at first reviewed the content of published English textbooks to investigate cultural contents that is inserted in the textbooks mentioned above and then examined the existing syllabus to find some weaknesses. A set of questionnaires were then distributed to teachers, students and stakeholders. Finally, the writer also administered a test to examine the effectiveness of local cultures based syllabus and existing syllabus.

4.1.1 English textbooks used by English teachers

English material plays big role to successful English teaching and learning program. As major aspect, many available textbooks are needed to provide various topics and learning experiences. Based on the field survey, the writer found that there were many kinds of English materials such as textbooks, Students' Work Sheet (LKS), and cassette (disc) used by English teachers as learning sources. The table below presents all English textbooks that are used by English teachers in IJHS Miftahussalam Demak.

No	English textbooks	Writer	Year
1	<i>English in Focus</i>	Artono Wardiman, Masduki, and Sukirman	2008
2	<i>Scaffolding</i>	Joko Priyana, Irjayanti, and Renitasari	2008
3	<i>Bahasa Inggris: (CTL)</i>	Utami Widiati, et.al	2008
4	<i>LKS "LP Ma'arif NU"</i>	Ma'arif team	2015

Table 4.1 : Existing English materials

4.1.2 Cultures that can be found in the English textbooks

The writer divides culture into three categories. Those are local (source) cultures which refer to learners' own culture i.e. Indonesian culture, target cultures which refer to the culture of English speaking countries (British, American, Australian), and international cultures which cover all cultures other than source culture and target culture (Japan, Egypt, French, etc.). The cultural insertions in the four published English textbooks can be seen in the table below:

LC : Local Cultures TC : Target Cultures IC : International Cultures

No	Textbooks	Form	LC	%	TC	%	IC	%
1	English in focus	Picture	15	5,3	20	7,0	3	1,0
		Writing	24	8,4	5	1,7	7	2,4
2	Bahasa Inggris : (CTL)	Picture	18	6,3	8	2,8	16	5,6
		Writing	25	8,8	15	5,3	18	6,3
3	Scaffolding	Picture	14	4,9	12	4,2	9	3,1
		Writing	16	5,6	15	5,3	4	1,4
4	LKS "LP Ma'arif NU"	Picture	0	0	2	0,7	0	0
		Writing	15	5,3	21	7,4	1	0,3
Total			127 (44.8 %)		156 (55.2 %)			

Table 4.2: Insertion of cultures

The table above shows that the four English textbooks totally contain dominant non local cultures (target cultures and international cultures) with quantitative score at 156 (55, 2 %) while local cultures are lower than those

cultures at 127 (44, 8 %). The result infers that the presence of cultures in language learning accommodates most foreign cultures than students' native cultures. Nonetheless, the difference of those cultures are not highly significant. So that, the writer argues that the local culture elements presented in the four English textbooks are not culturally and socially related with the students of IJHS Miftahussalam Demak. For instance, holiday in Kupang (Scaffolding) which introduces some places in Kupang, Telaga Warna (English in focus) adapted from West Java folktale and Banyuwangi (LKS LP Ma'arif), the legend comes from East Java.

Moreover, the writer looks at the cultural elements namely local legends/folktales, cultural/social events, artefacts, and certain foods. They are limitatively presented in the four English textbooks. Therefore, presenting cultural aspects which are naturally and socially closed to the students are considered to integrate to meet the students' need. By means of students' schematic knowledge, it naturally can trigger them to produce foreign language appropriately.

From the findings, the writer has big reason to integrate students' native culture as reflection of personal or group identity. In one hand, situating local cultures in foreign language learning also can develop students' cultural awareness to encounter the insertion of western culture. The cultural insertions in the four published English textbooks further will be discussed in the next sub chapter. It is to discover cultural aspects mentioned by Hasselgreen (2003). Those are a) daily life activities, traditions, and living conditions, b) dealing with social

convention, c) confidence with the values, beliefs, and attitudes, d) dealing with verbal communication means, e) non-verbal language.

4.1.2.1 English in focus

English in focus, a series of English textbook for Junior High School level, loads six chapters. Those are *my favourite animals and plants*, *time for holidays*, *growing up*, *a friend in need is a friend indeed*, *personal experience*, *share your story*. The writer analyzed the content of each unit to find out the cultural aspects and the findings can be seen in the table below:

No	Culture	Form	CC1	%	CC2	%	CC3	%	CC4	%	CC5	%
1	LC	P	13	17,5	2	2,7	0	0	0	0	0	0
		W	9	12,1	8	10,8	0	0	7	9,4	0	0
2	TC	P	15	20,2	0	0	5	6,7	0	0	0	0
		W	2	2,7	3	4,5	0	0	0	0	0	0
3	IC	P	3	4,5	0	0	0	0	0	0	0	0
		W	5	6,7	2	2,7	0	0	0	0	0	0
Total			74	63,5	15	20,2	5	6,7	7	9,4	0	0

Table 4.3: Cultural topics inserted in *English in focus*
Cultural segmentation is based on Hasselgreen (2003)

In the table above, there are five cultural aspects which have been coded. 1) CC1 deals with daily life activities, traditions, and living conditions, 2) CC2 refers social convention, 3) CC3 means confidence with the values, beliefs, and attitudes, 4) CC4 is related with verbal communication means, and 5) CC5 is Non-verbal language

From the finding presented in the table above, it can be seen that presenting cultural topics are unevenly distributed, with 47, 15, 5, 7 and 0. The topics related with ability of coping daily life activities are dominantly discussed in the textbook. Meanwhile, ability to use non-verbal language is absence. It means that

the author dominantly adopts English topics that relate to students' daily life, students' traditions and students' living conditions rather than other cultural topics.

The comparison between local culture and two other cultures shows that the number of local culture topics exceeds with its counterparts with percentage of 52,7 % and 47,3 % for target and international cultures. It means that *English in focus* integrates dominantly local cultures than other cultures. Nonetheless, the difference number of comparison above is not significant so that adding local cultures elements in learning English is needed in order to keep students' identity. The following pictures are three examples from many examples presented in the textbook.

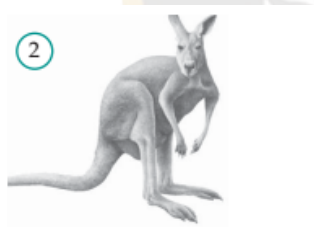


Figure 4.1: Kangaroo

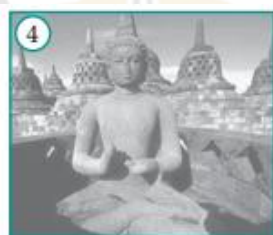


figure 4.2: Borobudur



figure 4.3: Sphinx

Figure 4.1 shows a specific animal that originally comes from Australia called kangaroo. It is common animal that can be easily found there. Inserting the animal seems an effort to introduce Australia as English speaking country in the context of country living conditions which covers meals, variety of food, daily routine, pets and other animal, and house work. In figure 4.2 and 4.3, there are artefacts that come from Egypt and Indonesia, the country where the learners live. This insertion tries to recognize popular artefacts that are indirectly to promote the

country where those artefacts are situated. Artefacts, however, are also part of cultural product from people many years ago. Figure 4.2 represents source (Indonesia) cultures while figure 4.3 represents international cultures.

In addition to the aforementioned texts, the writer finds that there is a descriptive text entitled *Nusa Tenggara* (p. 40) in order to appreciate students' identity as Indonesian English learners. The title and its content refer to Indonesian identity and it is to promote Indonesian tourism spot. In the case of target culture, promoting target culture is also in the form of pictures of western people that is attached in several chapters. Also, the use of character name is found in several stories. For instance, *Jonathan, Peter piper, Franklin Greedy, Mantu, Edward, Robert Koch, Louis Pasteur, and Alexander*. In the term of international culture, textbook has provided a narrative text entitled *the caliph and the clown* in chapter 6 (p. 135). This story is categorized as international culture because it is actually a story from Middle East country, Baghdad. It is taken from the stories collection of 1001 night.

4.1.2.2 Bahasa Inggris : Contextual Teaching and Learning (CTL)

This book was published for Junior High School students by *Pusat Perbukuan Departemen Pendidikan Nasional* in 2008. This book covers eight units. Unit 1 entitled *congratulations*, unit 2 is *tell me your experience*, unit 3 is *what do you do for fun?*, unit 4 is *let's go somewhere*, unit 5 is *what do you think?*, unit 6 is *once upon a time*, unit 7 is *making telephone calls* and chapter 8 is *it happened like this*.

The finding of content analysis shows that English textbook presents cultural topics which are distributed by five topics with number distribution 54,

12, 13, 17, 4. The topics related with ability to use non-verbal language have lowest quantity at 4 %. Meanwhile, ability of coping daily life activities are still leading to be discussed in the textbook with percentage of 54 % (see appendix 8). It can be inferred that the author of the book exploits all of things about daily life activities, traditions, and living conditions rather than four cultural topics.

In this book, local culture is still neglected because 43 % of topics are related with local culture and the rest topics are related with cultures of target and international country with percentage at 57 %. It can be inferred that the English textbook integrates dominantly target cultures and international cultures than local cultures. From the quantitative finding, the writer assumes that integrating local cultures elements in learning English is needed in order to keep students' identity. The figures below present three examples of cultures in the textbook.



Figure 4.4: Train museum

figure 4.5: The Beatles

figure 4.6: Bowing

Figure 4.4 shows a tourism spot called Palagan Ambarawa museum. It is exactly located in Ambarawa, Central Java. This insertion is aimed to recognize students' behavior in the context of vacation or holiday. Meanwhile, figure 4.5 shows western band well known as *the Beatles* and its song lyric besides it. This insertion aims to promote western song and its culture because a song is closer

with culture itself. In the last, figure 4.6 shows two people who greet each others by bowing. It is body language naturally comes from Japanese culture. It is different from Indonesian culture. They commonly use shaking hand to greet each other or to respect other people.

In addition, the cultural elements are related with the use of varied names pertaining to different ethnic group or nationalities such as people from Indonesia, England, France, USA, etc. (Lisa, Richards, Belle, etc). Overall, the presence of cultural elements in each book has not shown clear concept of local, target or international cultures.

4.1.2.3 Scaffolding

Scaffolding English textbook is written for Junior High School students, which content and course area follow KTSP curriculum. This book contains eight chapters namely *describing things and animals, my gorgeous idol, wonderful places, my unforgettable holiday, my first experience, life performances, celebrations around the world, once upon a time, and a friend in need is a friend indeed.*

The writer reviewed the content of each chapter and the finding shows that that 41,4 % of English topics relates with daily life activities which cover animal, holidays, festivities, and locations such as holiday in Kupang, Persian cat, Halloween, keukenhof flower park. This pattern is still leading to be inserted in this book as same as the previous one. Moreover, 32, 8 % of cultural topics refer to values, beliefs and attitudes which include politeness, physical appearance, cultural heritage, and sense of humor as seen in the figures below:



Figure 4.7: Sense of humour



Figure 4.8: Chinese New Year



Figure 4.9: Polite attitude

The figure 4.7 describes about sense of humor from West Country which represents target culture. A witch who flies using a broom in the humour reflects western culture. In Indonesia, a witch commonly uses media such as *keris*, land jug, etc. The figure 4.8 shows *Barong Sai* which symbolizes Chinese New Year as compulsory festival in Chinese culture. It represents international culture. The last figure 4.9 explains about polite attitude in Indonesia. Two young students (girl and boy) who talk each other try to keep distance. A girl student who wears veil follows Islamic rules because Islam is big religion in Indonesia.

The other cultural aspects that are found in this book deal with social convention and verbal communication means which obtain 11,4 % for each, dealing with non-verbal language which only obtains 2,8 %. The topics inserted in this book around saying proverb (i.e. never do things by halves), body language (i.e. shaking hand), social occasions (i.e. Birthday party).

Non local cultures are inserted most in this book with comparative value 42, 8 % for local culture and 57, 2 % for non-local cultures (target and international). Although the comparative score of those are not significant or almost equal. The writer assumes that integrating local cultures in learning English is still required because cultural topics that are found in this book don't accommodate the students' native culture specifically for the students of Miftahussalam Islamic Junior High School.

4.1.2.4 LKS "LP Ma'arif NU"

This students' work sheet (LKS) is written by Ma'arif team and it is used for the institutions which includes sixty Islamic Junior High Schools under LP Ma'arif Demak. This learning material is published every semester. For this research, the writer reviewed LKS that published for second semester.

From the findings of analysis, this material contains 33,3 % of cultural topics which refer to daily life activities, traditions and living conditions as equal as the topics related with confidence with values, belief and attitudes. A text entitled *Vacation in London* is one example of living conditions. This text tells about family members who spend holidays in London and explain about living condition in London. Therefore, it is grouped as target culture because this text also introduces famous places in London. The rest of the cultural topics that can be found are dealing with social convention, with verbal communications means, and Non-verbal language. They are distributed unevenly (see appendix 8).

Like two previous English textbooks, this material also dominantly contains target cultures and international cultures with percentage around 61,6 % while

remains of topics reflect local culture with percentage score at 38,4 %. This result means that the difference between local cultures and two other cultures is significant enough so that supplementary local cultures are highly required to provide cultural balances and to prevent restricted western cultures.

4.2 Finding of existing syllabus review

The writer also reviewed existing syllabus beside English textbooks. There are nine aspects covered in this syllabus; subject information, competence standard (SK), basic competence (KD), indicators, main subjects, learning activities, time allotment, learning resources, and assessment. In this case, the writer highlights some weaknesses assumed to be revised.

The writer found that the existing syllabus does not use operational definition in indicator aspect so that what would be achieved cannot be measured or biased. Theoretically, Indicator aspect must contain operational verb that is derived from basic competence (KD) since it can be measured and observed. Selecting a verb as like “undersatand” or “mengerti, memahami, paham” in Indonesian language is not suggested for designing syllabus because it can not be assessed. It can be replaced with operational definition such as mention, identify, pronounce, arrange, etc. (see appendix 13)

In addition to the weakness above, English syllabus does not mention what contents or themes would be learnt by students. It only presents course area of English subject for instance, a narrative, a recount, a descriptive, etc. The writer argues that defining contents in the syllabus is needed to inform the readers and it is as starting point, which may be entailed in lesson plan, of learning program.

Eventhough, the learning themes can be traced through the use of English materials. Thus, the writer infers that local culture presented in the existing materials is limited according to the finding of content analysis. So that, situating local culture in learning foreign language pedagogically helps learners to connect the target language.

Another finding, the learning resources is not completed with references in which the learning resources are taken from. Other readers might be confused if they want to search similar resources. By putting reference information, it also informs the quality of learning resources. In this case, English teachers are required to avoid it. For the last finding, the linguistic features (grammar rules, vocabulary, and pronunciation) are not well presented in this existing syllabus whereas this competence should be reached by students except three other competences namely socio-cultural competence, strategic competence, and discourse competence.

For the good one of existing syllabus, teacher provides sufficient activities that include individual practice, peer production, and group discussion, in the existing syllabus. This allows students to create social interaction. Syllabus writer also arranges sequence activities in good order from elaboration, exploration and confirmation. Elaboration stage is used to recall students' experience and to stimulate the students with the content will be learnt and afterwards, in exploration stage, they practice English individually or in group. In the last stage, they are evaluated on their English performance. Teachers may give them feedback for the error production.

4.3 Finding of the needs of students

To find the needs of students, the result of questionnaires that have been validated previously were analysed through descriptive statistic. The students' result were inputted in Microsoft excel and calculated through SPSS to find the mean score and frequency of each item. The findings are discussed in this sub part.

4.3.1 Validity and realibility of questionnaire

Validating questionnaires through face validity by asking an expert is necessary before distributing questionnaires to the students. It is not only to evaluate the questionnaires items but also to get some advices what aspects are covered in the questionnaire. Chronologically, the writer arranged question items then tried to students. As a result, there were some mistakes for some points and assumed would be difficult to be analysed.

For the first model of questionnaire, the choices or students' answer provided in the questionnaire were different. For instance, the writer used multiple choices for part I (necessity), whereas used five scales (likert scale) for other parts (II-VII). for number one in part I, there were five choices and six choices or even seven choices for others number. I tried to ask several students to answer a set of questionnaire. Factually, they questioned me and felt confused to express their opinion through questionnaires. As consequence, they left some questions items. Finally, an expert suggested that to make single model of choices by using Likert Scale (1-5), one refers to lowest score and five represents the highest score.

In addition, an expert also suggested that to specify the question items and enriched coverage aspects in order to cover all of elements needed in the study. The final model of questionnaire covered students' profile, necessities, general statements, English skills (listening, speaking, reading and writing), learning activities, students' constrains, the use of existing learning material, students' perception about culture, and skills improvement. A set of questionnaire then was distributed to students of Miftahussalam Islamic Junior High School on August 23rd, 2016.

The second one is reliability that is calculated through SPSS version 16. From the calculation, Cronbach's Alpha is at 0,868 with number of question items appropriately at 115. The result means that the questionnaire is highly reliable because the score is greater than 0, 05. In other words, this questionnaire can assess the students' need. The result can be seen in the table below:

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	115

Table 4.4: Reliability score

4.3.2 Finding of students' motivation and aim

Motivation is a part of important aspects in learning in addition to learning method, media, teachers' role and textbook role. It can drive students to learn English seriously, diligently, and even very fastly. At first, the writer describes the students' motive from the result of questionnaire that can be seen in the table below:

I sit in English class based on ...

	5	4	3	2	1	Mean	Meaning
a. My self-willingness	36	30	8	1	0	4,35	Agree
b. Globalization flow	2	15	15	25	18	2,44	Disagree
c. Curriculum demand	1	16	12	28	18	2,39	Disagree
d. Compulsion from someone else (i.e. parents, guru, etc)	1	0	10	34	30	1,8	Strongly disagree

Table 4.5: The result of students' motivation

From the result of questionnaire, 36 students state that they are strongly agree if they learn English because of their personal will. For the rest of result, 30 students state agree, 8 students think moderate and 1 student say disagree whereas the mean score is 4,35 which means overall students of IJHS Miftahussalam learn English because of internal drive which comes from their self-pretension.

For other choices, most of students state that they disagree to learn English because of globalization flow and curriculum demand. In short, it can be inferred that they have strong internal motivation to learn English without any compulsion from others. Therefore, teachers can take many advantages from this condition and facilitate them with a good method, attractive topics, appropriate media, and providing a good learning situation. Besides, the students also write other choices that are not mentioned in the questionnaire. They learn English because they like English so much and prepare for future life.

Another question is about students' aim. The result of questionnaire shows that 72 students learn English in order to have good competence to continue at accredited school. Remain of student states moderate (see appendix 9). It means that they view English as one of courses which can support their future education after graduated from Junior High School.

Most of students also agree that they sit English subject in order to pass English exam successfully, be able to communicate with English users, and be able to respond English in certain occasions well. They, however, disagree if they join English because of meeting academic request only. This result can be inferred that the students of Miftahussalam Islamic Junior High School see English positively as one course which gives valuable contribution for their academic and daily functions.

Besides, there are several students who express their opinion except the choices mentioned in the questionnaire. Those are; a) they want to add foreign language mastery except Javanese and Indonesian, b) they want to travel or work in abroad, c) they want to win English competition. The questionnaire result, furthermore, can be inferred as students' need.

4.3.3 English skills needed

English skills for Junior High School covers four skills. They are listening, speaking, reading and writing. In daily learning, teachers often teach students reading and writing activities than two others, listening and speaking (see appendix 9)

English skill, listening contains four basic competences as well as speaking skill, reading contains three basic competences and writing contains two basic competences. In distributing time allotment for each basic competence, syllabus designer firstly counts amount of effective week and time of a course in a week (BSNP, 2006: 18). For example, in academic year of 2017, there are 18 effective weeks for first semester and 16 effective weeks for second semester. Whereas,

English subject is minimally experienced by students for 4 hours in a week. So that, they have 72 hours (36 meetings) of English subject in the first semester and 64 hours (32 meetings) of English subject in the second semester then it is distributed to each basic competence through competent standard mapping as shown in the table below:

No	Skills	SK	KD	Hours/Semester		Meeting/Semester	
				1 st	2 nd	1 st	2 nd
1	Listening	2	4	20	18	10	9
2	Speaking	2	4	20	18	10	9
3	Reading	1	2	16	14	8	7
4	Writing	1	2	16	14	8	7
				72	64	36	32

Table 4.6: Competent Standard Mapping

4.3.3.1 Listening skill

There are seven listening activities provided in this part. The writer, moreover, requested them to give opinion about the degree of usefulness (see appendix 9). From the questionnaire result, one item is considered very useful (top-ranked) activity namely listening to class presentation or seminar in which 46 students choose this item. It means that the students want to listen what the teachers give and they may be able to respond to what they hear. Besides, 27 others state that it is useful.

The other listening activities are considered as useful. Briefly, the writer lists listening activities from high rated by students. They are as follows:

1. Listening to class presentation
2. Listening to a notice in public place
3. Listening and watching news in TV
4. Listening to announcement in public place

5. Listening to English music
6. Listening to radio
7. Listening to call phone

The list above shows that listening to radio and call phone is categorized at bottom two. Thus, the writer only puts five listening activities in syllabus design according to the data above. Beside the data from the students, he also describes the result of teacher's interview to discover some constraints in teaching listening.

Teachers were asked the following questions:

1. Q : What kinds of problems do you have in teaching listening?
A : The major problem is on the sound utensil. If we want to teach listening, teachers should bring their own sound system.
2. Q : Why don't you move your class in language lab?
A : Because there are some, or may most tools are not working well and have not been repaired yet by institution.

Listening skill, however, is rarely practiced because of class equipment. Teacher said that most classes are not equipped with audio supply. If a teacher wanted to teach listening, he should bring audio from home. This matter makes difficulties for teacher. Besides, language laboratory is also not well-conditioned. There are some tools being damaged and those haven't been serviced yet by officials.

4.3.3.2 Speaking skill

The writer proposed twelve speaking activities in the questionnaire (see appendix 9). According to questionnaire result, there are two speaking activities which get top two and considered as very useful activities. Those are speaking to describe place or thing and to ask or give direction of certain place. Quantitatively, 48

students said that describing a place or thing is very useful, 21 students stated it is useful and 5 others are neutral.

Moreover, 46 students recommended asking and giving direction of certain place as very useful activity, 24 students said it is useful and the rest of them stated moderate. The other ten speaking activities are considered useful activities.

In short, the table below is the top five of useful activities:

No	Activities	Score					Mean	Category
		5	4	3	2	1		
1	Telling personal experience	38	23	8	5	1	4,23	Useful
2	Expression of agreement	27	35	8	4	1	4,11	Useful
3	Asking and giving a help	26	28	16	4	1	3,99	Useful
4	Compliment	19	32	21	1	2	3,87	Useful
5	Buying something in the supermarket	22	32	10	7	4	3,81	Useful

Table 4. 7: The result of questionnaire in speaking skill

Based on the presented table above, none of students said that the proposed speaking activities are not useful. It means that most students expect to take advantages from those activities. All in all, twelve speaking activities in the questionnaire should be included in the syllabus. The writer, however, only takes eight speaking activities which are involved in the syllabus design. Thus, telling stories, talking in the telephone, asking and giving opinion, and accepting and rejecting invitation are not put in syllabus.

4.3.3.3 Reading skill

The third language skill is reading. Teachers are very often teaching reading in their own class for the single purpose. It is aimed at preparing students'

competence in every English exam such as National exam, semester exam and mid-term exam. They were interviewed the following questions:

Q : Which skills do you often teach students?

A : Reading skill

Q : Why do you very often teach them reading?

A : Because reading is often tested in national exam and semester exam in which the most text is reading not the others such as grammar, listening and speaking.

In this part, eight reading activities are provided in the questionnaire (see appendix 9). Based on the result of questionnaire, the first reading activity which is highly rated as very useful activity is reading a sign. Most of students said that it is very useful, 21 students said it is useful, and only 3 students stated it is rarely. Moreover, the other seven activities are considered as useful. Those activities are listed below:

1. Reading stories (folktales, fable, legend, etc.)
2. Reading description (place, thing, etc.)
3. Reading personal experience
4. Reading notice
5. Reading brochure
6. Reading advertisement
7. Reading E-mail

From the list above, it then can be concluded as students' need on reading activities and those are included in syllabus.

4.3.3.4 Writing skill

The last part of English skill is writing skill. It is categorized as productive skill which has high order thinking because a writer should integrate grammar

accuracy, word choices, cohesion and coherence into a paragraph. In this research, the writer offered eight writing activities that commonly discussed for eight graders of Junior High School (see appendix 9).

Based on the questionnaire result, there are seven writing activities which are considered as useful activity and only one considered as very useful activity namely writing personal letter. 47 students said that writing personal letter is very useful in learning English, 21 students stated it is useful, and only 1 student said it is rarely. This result means that most students want to express their idea in a letter. It can be in the form of E-mail, short message, post card, etc.

The other writing activities are stated as useful activities. Those are writing description, writing time table, writing personal experience, writing memo, post card, writing stories, and writing announcement. Those eight activities are then involved in syllabus design.

In this part, the writer infers that most students generally expect to be able to write daily functions such as short message and school timetable. In addition, they also want to write a story. They want to express their idea and personal experience into good story.

4.3.4 Learning experiences

Learning experience must be well prepared and implemented by teachers to improve students' English competence. The writer proposed twenty learning activities that usually used in English textbooks (see appendix 9). Based on the questionnaire result, the first class activity that considered as very useful activity is finding word meaning within text in which 45 students stated that it is very

useful, 27 students said it is useful and the rest is neutral. Two other activities which considered as very useful are translating a phrase, a sentence and even a paragraph and answering questions related with text.

All in all, the rest of activities included in the questionnaire are considered as useful activity. Thus, those are considered to be included in designing syllabus. They are completing blanks dialogue, answering questions related with dialogue, finding certain expression in dialogue, completing blanks text, finding word meaning within a text, answering questions related with text, identifying generic structure, finding implicit and explicit information within the text, analysing main idea, finding moral value from the text, deciding True (T) or False (F), finding synonym or antonym, recognizing part of speech such as adjective, adverb, noun, subject, reordering jumble text, translating phrase, sentence, and paragraph, recognizing tenses related with context, identify and correct sentence in order to grammatically correct, recognizing the use of article, recognizing degree of comparison, and pronounce English word clearly and accurately.

4.3.5 Students' obstacles

Obstacle is common thing in any learning situation. It can be affected from learning components such as learning media, learning material, teachers' role, students' condition and many others. This part presents the obstacles that students face in learning English. The writer had listed some obstacles that might affect to the students and asked them in the questionnaire. Based on the result of questionnaire (see appendix 9), mean value of the first component is 3, 46. It means that most students sometimes feel having little contact with English. In

other words, they don't have opportunity to use English outside the classroom as much as possible. Therefore, the writer concludes that giving homework or extra time possibly can be employed.

Moreover, the result of second component shows that most students often feel pronouncing English is too difficult while the rest of respondents said it is not difficult. The writer supposes that they feel difficult to pronounce English because they rarely practice English. It fits with the result of the previous item which informs that they have no many contacts with English. Not only pronouncing English, They also often feel difficult to comprehend the text because they have little vocabulary mastery. The result figures out most of students said it is difficult and 13 students said it is not difficult. The other items which students sometimes feel difficult are English grammar, they are not taught things that they can see, and they think that teacher uses common method.

The last component concerns about the students' problem with the English content. They are required to express their opinion in the questionnaire. Most students think that the content is not relevant to their need, is not interesting, is not challenging. From the finding, the writer supposes that designing syllabus is appropriate way to overcome the troubles, specifically, through selecting topics needed by students. It absolutely deals with selecting best material. Furthermore, it is in line with the teacher's comment, he argues that the existing material consists of irrelevant topics with their background knowledge or schemata so that they are difficult to take a part in learning English. Altogether, all obstacles are

considered in designing a new English syllabus in order to the course runs effectively.

In addition, the writer also interviewed an English teacher. She thought that the students often don't know the meaning of English for many texts because of poor vocabulary mastery. To overcome the problem, teacher plans to develop vocabulary mastery with various teaching methods including drilling, memorizing, and many others. It fits with the result of questionnaire mentioned earlier. Interview data can be seen below:

Q: Why do they feel difficult to learn English? Please, give your opinion!

A: I think that the main factor is vocabulary mastery. They have poor vocabulary. My plan is how to develop their vocabulary with attractive method because when I asked them to memorize vocabularies, they felt bored.

4.3.6 Overview of skills performance and difficulties

The following table provides the information of each of macro skills which are learnt successfully and difficulty encountered by students during English teaching and learning. To gain the information, the writer asked two questions. A question is related with students' success, another one is level of difficulties that they get.

- a. How high do you get success from the following skills?

	Skills	5	4	3	2	1	Mean	Category
1	Grammar	15	24	26	9	1	3,57	High
2	Listening	3	8	20	33	11	2,45	Low
3	Speaking	2	20	48	5	0	3,25	Moderate
4	Reading	5	29	38	3	0	3,48	Moderate
5	Writing	5	33	28	9	0	3,45	Moderate

Table 4.8: Overview of skill performance

b. How often do you get difficulty from the following skills?

	Skills	5	4	3	2	1	Mean	Category
1	Grammar	1	13	19	30	12	2,48	Seldom
2	Listening	35	25	7	3	5	4,09	Often
3	Speaking	6	39	22	4	4	3,52	Often
4	Reading	2	25	36	9	3	3,18	Sometimes
5	Writing	2	20	29	19	5	2,93	Sometimes

Table 4.9: overview of skill difficulties

The result of first question shows that listening skill has lowest score at 2, 45. It means that the students do not learn listening successfully or it is categorized difficult aspect since they have very little contact with listening English. It is in line with previous questionnaire result which reveals students are occasionally taught listening practice. In contrast, mean score of grammar is 3, 57 which categorized as high performance whereas the other skills (speaking, reading and writing) are considered as moderate performance.

For the skills difficulties, the table above shows that the mean score of listening is 4, 09 and speaking is 3.52. It means that the students often feel difficult to listen any English expression since they seldom practice listening task and speak English. On the other hand, the mean score of grammar is 2, 48. It means that they rarely feel difficult to do grammar section. Moreover, they sometimes feel difficult for writing and reading.

4.3.7 Skill contribution

In line with the previous part, overview of skills performances and difficulties, this part presents English skill that contributes to the study. In this skill

contribution, the students give their opinion in the questionnaire. Here is the result of questionnaire.

	Skills	5	4	3	2	1	Mean	Category
1	Listening	21	38	14	2	0	4,04	Useful
3	Speaking	27	34	11	2	1	4,12	Useful
3	Reading	30	32	11	1	1	4,18	Useful
4	Writing	26	34	13	2	0	4,12	Useful

Table 4.10: Overview of skill contribution

For the aspect of skills contribution, the students feel that all English skills (listening, speaking, reading and writing) contributes to their success at current study or after graduated. Mean score of all English skills are categorized as high contributed.

4.3.8 The use of learning material

This part is aimed to discover the students' surface opinion about existing learning material. They were given several question items in the questionnaire (see appendix 9). The result of questionnaire describes that all items are categorized as moderate. Hence, the writer investigated the use of learning material by giving them some following questions as seen below:

Q : Do you like the topics presented in learning material?

A : Yes, but not most.

Q : Do you think that sentence length in several texts is to long?

A : Yes, it makes me lazy to read

Q : What can you say about the pictures (visual aid) in the material?

A : I think it is moderate.

From the interview data, the writer infers that the students like parts of topics have been presented. The topics that they know most will encourage them to learn English. They also will feel down when they face English material which its text is too length. In contrast, they will interest to read sufficient length text.

Lastly, the students argue that the presentation art of learning material is moderate. However, they want more attractive visual aid in order to avoid boredom. The finding of this part, further, can be considered as students' need on the presented material.

4.3.9 Finding of cultural topics view

The writer provided cultural topics that can be integrated in learning English in the questionnaire (see appendix 9). The result of questionnaire, then, can be concluded as students' needs on the expected topics. The result figures out that the students interest all of topics but the highest mean of cultural topic is festivities (cultural events) at 4, 20. Most of them said that it is very interesting, 11 students said moderate and only 4 students assumed it is less attractive. However, not all topics are adopted in syllabus. The writer only integrates the five high-rated topics namely cultural events, folktales/legend, local hero, local foods, and heritage spot.

Moreover, the writer in this part also interprets the finding of interview from students and teacher. It was conducted to explore depth information since the respondents could express their views freely. For the first, the students were asked the questions as follows:

Q : Do you agree if local topics will be adopted in learning English?

A : Yes, I am strongly agree.

Q : Do you think that it can assist you in learning English?

A : Yes, I wish it can

The interview data above informs that students agree to learn English with local culture based topics. They think that adopting this concept can assist them in learning English. It fits with the result of questionnaire previously which describes

most of students like cultural topics. In addition, teachers' view about local culture is need. A teacher was interviewed with some following questions. They are:

Q : local cultures will be integrated in learning English, what is your opinion about this concept?

A : I am very agree, the local culture is commonly in the form of folktales, several years ago, there was such a book contained local culture. I expect that the book doesn't only contain folktales but also cultural festivals, events, ceremony, etc. I think that English textbook today should adopt much local wisdom so that the students feel that they learn their own culture.

Based on the interview data, teacher strongly agrees to integrate local culture in English learning. She also claims that local culture, especially cultural event, ever existed for few times ago but it is limited now, only folklores are still incorporated. In addition, the teacher said that this concept should be integrated again, so that students would feel learning English as well as learning their own culture. Thereby, they would be rightfully proud of their culture.

4.3.10 Skill improvement

The writer observes students' English skill which they would like to improve. In this context, he provided them eight activities on the questionnaire. The result of questionnaire then can be inferred as students' target of the study. Based on the questionnaire result, they strongly want to improve delivering oral speech. Most of students said that it is much needed, 21 students stated it is needed, and 3 others said it is not needed. Besides, there are other activities that needed to improve. Here are activities expected by students:

1. Participate effectively in discussion forum.

2. Pronouncing English word correctly
3. Writing personal letter correctly
4. Writing kinds of short essays
5. Reading kinds of short essays with comprehensively
6. Communicate effectively in various situations.
7. Delivering oral speech well

From the list above, the writer infers that the students would like to improve three major skills; speaking skill, writing skill and reading skill. They expect to have ability both reading and writing written text in the form of a descriptive, a recount, and a narrative. Those functional texts are always tested in every English exam.

4.3.11 Additional comments and suggestions

The last part of the students' questionnaire is requested suggestions and comments in the form of open ended questions regarding the subject investigated. To sum up, the suggestions and comments are as follows; (1) developing vocabularies is a basic for learning English, I want to memorize many vocabularies, (2) sometimes I feel bored, I need new atmosphere of learning English as like with playing game, (3) I feel difficult to pronounce English accurately, (4) I want to comprehend various types of texts, (5) I think that listening English is very difficult, (6) In learning practices, I need videos or pictures as medium to learn English, (7) in English, there are many unknown words, (8) give me more contact with English in order to learn faster, (9) i want to be able to deliver english speech well.

4.4 Finding of stakeholders' questionnaire

Stakeholders were given a set of questionnaire which consisted of 43 items they could choose. The stakeholders here are a school principal, a curriculum deputy, and a coordinator of subject teacher forum (MGMP) of English which handle a designing English material for LP.Ma'arif NU. Based on the result of questionnaire (see appendix 10), most of communicative events are considered as useful for students.

In the questionnaire, they also suggest that the teachers can optimize the use of visual aids (pictures or videos) in learning practices in order to drive students' motivation and increase students' interest, the contents of material are around the students' daily life so that learning activity is contextualized or connects with real life, giving home works, tasks, and other things should be increased to provide them more contact with English.

4.5 The list of cultural topics for learning English

Content or topic based syllabus tries to incorporating locally cultural issues that naturally very closed to the students' background knowledge. The characteristic of this syllabus is giving space for teachers to connect what the students already know and what things existed in their daily life so that teachers are easier when giving apperception.

Discussing local culture is very broad because culture of Indonesian people differ each other. Thousands of islands with hundreds of ethnic groups and cultures in Indonesia have been living from many years ago and it is transformed generation by generation. For example, Javanese culture is different from

Sundanese culture. In short, the writer proposes cultural topics that can be incorporated in English learning. They are as follows;

- 1) Festivities (cultural events) includes *Idul adha* Festival named *Besaran* in Demak, degdoran, dandangan, harvest thanksgiving, sea almsgiving, the celebration of Prophet Muhammad's birthday, and torch war,
- 2) Folklores comprise the legend of *nyi roro kidul*, the legend of *rawa pening*, Joko Kendil, Joko Tingkir, Jaka tarub and Nawang wulan, the history of Demak, and the legend of fire lasting, *Mrapen*.
- 3) Local heroes, for example R.A Kartini, Sunan Kalijaga, Raden Fatah, Arya Penangsang.
- 4) Local food or meal comprises *klepon*, *ndoreng* rice, and *brongkos* rice.
- 5) Heritage spot such as the great mosque of Demak, mosque museum, traditional house refers to *Joglo* (Javanese house) that is made of wooden material with appears square building and the rectangular cone-shaped roof, *gedung songo* temple,

4.6 Findings of Environment Analysis

Environment analysis or situation analysis meets other factors separated from students' need that have significance effects on the implementation of syllabus design or curriculum plan. Those factors or constraints can be positive or negative in syllabus. Those, moreover, should be considered as important thing when planning syllabus design since it can success or fail the implementation.

The writer conducted consultation with the school communities (students, teachers, officials, and principal), analysed relevant documents (curriculum

document and textbooks), and observed teachers and students in relevant learning setting in order to gain the result of environment analysis. The factors discussed in the consultation around societal factors, institutional, project factors, teacher factors, student factors and adaption factors.

4.6.1 Societal factors

Strength. Government views English positively as international language that clearly explained on National Education System Act Number 20. 2003. Chapter IX and as consequence requires students to learn English from elementary school to university with different literacy levels. In line with this, among communities especially students' parents also see that English is pre-requested for global competitive. The stakeholders, further, point out that English is useful for future education.

Weakness. Not all students view English as important subject for future life both in the area of education and work. In this case, teachers or syllabus designer should ensure the significance of English for learners and assist them learning English as easy as possible by improving the quality of syllabus including teaching traditions that exist long time ago because it has not been improved yet. This is expected to have effect on sufficient language skills for educational or work purpose.

4.6.2 Institutional factors

Strength. To increase students' competence in every course including English, institution has provided learning facilities such as language laboratory that can be

used when listening section is given, Wi-Fi connection that support teachers to update learning resources and another learning support installed in classroom is LCD projector. In institution work culture, between teachers and non-teachers staffs maintain good communication and cooperate each others in multi tasks. Moreover, Stakeholders always motivated teachers to do renewal learning activities and updated resources in order to develop course institution progressively.

Weakness. Institution has provided library but English book stored there were not sufficient. The librarian only stored English textbooks and very limited for non-textbooks such as fiction book. Besides, textbooks were not the main of the curriculum. It meant that students were not required to use textbooks in class activity but they used economical material such as students' work sheet (LKS).

4.6.3 Project factors

Strength. Designing syllabus is not only compulsory project for the course institution but also for the other institutions which is grouped under LP Ma'arif NU Demak. It means that well-designed syllabus can be implemented for other institution if it is understandable, practicable, and measurable. The team members of syllabus designer or English teachers who are grouped as members of subject teacher discussion (MGMP) are highly committed to successful project and have one common mission. Furthermore, this project will be developed become published English material in the form of LKS that used around association.

Weakness. Syllabus design is long-term project but factually the time frame and fund for finishing the project is limited. It needs long-term time and high

fund. Another weakness is in the case of resources. The commercial resources (textbooks) generally provide limited contents that are offered in this syllabus since this syllabus explores locally cultural issues so that it makes designer creates his own material.

4.6.4 Teacher factors

Strength. Most teachers were graduated from English department although one was not, but he was long and well-trained at English course. Moreover, most has taught English at least seven years. As professional, they spent enough time for preparing both class activities and home activities, and for marking some tasks including homework task. Their class performances were also good enough. They could handle group work or individual group and they could be good model of English at classroom. Principally, they open mind to incoming curriculum design or syllabus design.

Weakness. Teachers' additional job that was given by institution excepting English teacher sometimes consumed their teaching creative so that they could only prepare the material that was written in textbook, disabled to think outside the box. Kind of additional jobs are like principal, curriculum deputy, student deputy and journalistic advisor. To overcome, the designing syllabus should provide a lot of space for English teachers to trigger their creative teaching and provide creative material for them.

4.6.5 Students factors

Strength. Most of students are from the same region around the school. They are homogenous group of referred ethnic namely Javanese. Although they viewed English as alien language and learned English since fourth grade of elementary school, they have big motivation and strong expectation to study English as international language. They were also very ready to face every English exam including national exam as required by government. In classroom, they typically preferred small-group work or student-centered activity rather than just listening teachers' presentation. Moreover, they also liked the learning contents that very closed to their daily life or routines.

Weakness. The students experienced English only 160 minutes each week. It meant that they had limited time and contact time with English. In other words, they stopped learning English since there was not any opportunity to use English outside the classroom. They, further, felt that they could communicate very easily with each other in Indonesian or Javanese rather than English. As a consequence, most of them had poor English vocabularies.

Due to the weakness above, the constraint could have the effect on the syllabus design. Teachers should facilitate students to have extra contact with English by giving some activities over the class such as in home so that the students could continue interacting with English.

4.6.6 Adoption factors

Strength. Syllabus designer members consisted of trained and experienced teachers who have already taught at least three years and have worked together for

two years. The designed syllabus would give many advantages for the users. The innovations that offered allowed students to learn English by means of local contents. The students would be easier to understand proposed topics rather than current learning practices since the topics was very closed to their daily life and very compatible with their beliefs and attitudes.

Weakness. The designed syllabus has not been used and tested out in some schools due to the time and fund is very limited so that the practical errors are only found in one institution. In implementing material, teachers sometimes found that the organization is not sequenced order.

4.7 Integrating local cultures in syllabus design

The characteristic of content based syllabus is presenting relevant topics that likely are expected by the students. Topics, in this case, refer to local cultures that relate to students' cultural knowledge. Situating local cultures in classroom learning is an effort to activate students' schematic knowledge. In designing syllabus, the procedures proposed by Nation and Macalister are used. Those are format and presentation of syllabus, stating goal and objectives, course contents, and course sequence and scope.

4.7.1 Determining format and presentation of syllabus

Syllabus model proposed in this research still refers to KTSP model stated in content standard with additional aspect based on the needs of students. Therefore, it covers ten aspects such as subject information, competence standard (SK), basic

competence (KD), indicators, course area, language features, learning activities, time allotment, learning resources, and assessment.

Subject information shows detailed information of subject that will be learned by students. *Competence standard* refers to the ability of learners that can be acted after completing particular subjects. *Basic competence* is minimum ability in particular subject that students should acquire. *Indicator* is operational definition from Basic Competence (KD) or it is derived from KD and it can be measured and observed. *Course area* is the main topic that will be learnt by students, *language features* inform about linguistic features, grammar, vocabulary, pronunciation that will be learnt.

Moreover, *Learning activities* are addressed to students in order to have more learning experiences which involve mental process and physical process. *Time allotment* is amount of time which is needed in learning activity to achieve basic competence. *Learning resource* is some resources to support learning activities in the form of books, media, authentic thing, students' work sheet. *Assessment* is a sequence of process to obtain, analyze, and to interpret phenomenon and students' score which is conducted systematically and gradually, then it becomes the information in taking decision to determine whether the students pass or fail.

4.7.2 Stating goal and objectives

The goal of learning English for Junior High School is clearly stated in KTSP document. It is to develop students' communication competence for the functional level, to evolve students' knowledge about the connection between language and

culture and to foster students' awareness on the importance of English in increasing people competitiveness in global community (Content Standard, 2006:124). English teachers, however, can specify the objectives of learning program according to the institution policy. It is kind of the characteristic of school curriculum (KTSP). The objectives of English course are:

1. Students will be able to comprehensively read short functional text and essay in the form of descriptive and recount which related with the students' environment.
2. Students are able to write foreign language accurately and grammatically for short functional text and essays (descriptive and recount) in order to meet social context.
3. Students are able to speak fluently for short transactional and interpersonal dialogue in order to interact among communities.
4. Students are able to listen and understand every conversation topic both transactional and interpersonal case in order to interact around environment comprehensively.

4.7.3 Choosing course contents and course sequence

4.7.3.1 Course contents

Course contents in this study generally deals with the existing local culture around students' environment. The writer will list possible topics related with local cultures that are taken from several resources such as textbooks, short story, internet, magazine, and many others. The writer, moreover, identify the course area that is quoted from BSNP (2006) namely short essays (descriptive, narrative

and recount text), monologue and short functional text such things as asking and giving opinion, expressing agree or disagree, compliment, gratitude, giving and offering a help, invitation, admitting and rejecting a fact, making and receiving a call, asking direction, and ordering things in stores.

4.7.3.2 Course sequence and scope

Sequence refers to deciding which course contents presented earlier and which is presented later on. The organization of course sequence is based on the decision of which communicative events are mostly useful and interested for students or according to chronology that occurs in the real world. Meanwhile, scope is defined as the depth of coverage course items. This scope tries to provide or choose the course by considering the use of vocabularies, form of grammar, and the use of generic structure and rhetoric action.

4.7.4 Comparing local cultures based syllabus and existing syllabus

There are several parts of differences between local culture based syllabus and existing syllabus. Those are; a) the content or topics of new syllabus which refer to cultural content, b) format of syllabus, the writer adds language features in the new syllabus, and c) the effectiveness, the writer examines the effectiveness of new syllabus. It is further discussed in the next sub part.

4.7.4.1 Contents of syllabus

This section elaborates the difference between local cultures based syllabus and existing syllabus. The topics of planned syllabus taken from the possible lists that refer to local cultures mentioned previously meanwhile the topics of existing

syllabus is taken from several English textbooks which usually teachers use. The example of topics can be seen in the table below:

Categories	local cultures based syllabus	Existing syllabus
1. Descriptive	<ul style="list-style-type: none"> • The great mosque of Demak • R.A Kartini • Joglo • Gedung Songo temple 	<ul style="list-style-type: none"> • The adorable Daniel Radcliffe • Tobey Maguire • Borobudur temple • Sydney opera house
2. Recount	<ul style="list-style-type: none"> • Going to Gembiraloka zoo • A trip to Tlatar, Boyolali • My unpredictable holiday in Magelang 	<ul style="list-style-type: none"> • Visiting sheep property • Holiday in Kupang • Vacation in London
3. Narrative	<ul style="list-style-type: none"> • The legend of Rawa Pening • Jaka Tarub and Nawang Wulan • Joko Kendil • Joko Tingkir • The origin of Wonosalam 	<ul style="list-style-type: none"> • Saint valentine • Rara Anteng and Joko Seger • Jack-O'-Lantern • La Llorona
4. Procedure	<ul style="list-style-type: none"> • How to make <i>klepon</i> • How to make <i>ndoreng</i> rice • How to make <i>brongkos</i> rice 	<ul style="list-style-type: none"> • How to make chocolate ball • How to make omelette • Yummy Milkshake
5. Report	<ul style="list-style-type: none"> • Torch war • Star fruit • Harvest thanksgiving • Degdoran 	<ul style="list-style-type: none"> • Coachella festival • Kangaroo • Tsunami
6. Personal letter	<ul style="list-style-type: none"> • Writing local parade "parade Idul adha" 	<ul style="list-style-type: none"> • Business agenda • Sharing personal experience
7. Announcement	<ul style="list-style-type: none"> • The celebration of Prophet Muhammad's birthday. • Tambourine competition 	<ul style="list-style-type: none"> • Wedding announcement • School announcement
8. Invitation	<ul style="list-style-type: none"> • Ogoh-ogoh competition • Sea almsgiving 	<ul style="list-style-type: none"> • School reunion • Students' organization meeting

Table 4.11: The content of syllabus

The table above shows that the contents of local culture based syllabus above cover the following cultural items; (1) heritage spot such as the great mosque of Demak, (2) local hero as like Kartini (3) folktales/legend (Jaka tingkir, the legend of Rawa Pening), (4) special foods represented in *klepon*, *brongkos* rice, (5) social/cultural events, for example; torch war, harvest thanksgiving. The students are very closed with the provided topics and expected to have interest in classroom learning.

The topics that is mentioned in the planned syllabus do not mean to change all topics in the existing syllabus. However, those are designed to change several topics that assumed as irrelevant topics according to students' background knowledge and to supply available topics in the existing syllabus if it is possible. Absolutely, learning a foreign language also learns foreign cultures. it can not be neglected. They also need to know cultures of target and international country but the writer in this research emphasizes the proportion or local cultures should be greater than other cultures.

Allocating more about local cultures in learning English gives many advantages. The students unconsciously learn their own cultures as much as possible so that they will appreciate to what things represent their identity. Moreover, it can also activate students' schematic knowledge. They will actively take part in classroom because the topics encourages them to speak up. For instance, they are asked to express their idea about Coachella festival and parade *Besaran*. They are automatically faster to express their idea about parade *Besaran* rather than the other one because they culturally very closed with this context.

4.7.4.2 Format of syllabus

The format of this planned syllabus is different from existing syllabus which adopts nine aspects from KTSP. Whereas, the writer adds language features (grammar, vocabularies, and pronunciation), which would be learnt by students. As conclusion, here are the format of planned syllabus; *a) Subject information, b) Competence standard, c) Basic competence, d) Indicator e) Course area f) language features, g) Learning activities h) Time allotment i) Learning resource and j) Assessment.*

Adding language features in the syllabus fits with the competence of foreign language learning that is linguistic competence. The students are expected to reach four competences that briefly stated in the KTSP. Linguistic competence deals with how well students master features and rules of language such as vocabulary, pronunciation, and syntax competence. Teachers usually call this competence *accuracy in language use*. Three other competences are socio-cultural competence, strategic competence, and discourse competence.

4.7.4.3 Finding the effectiveness of syllabus

To find out the effectiveness of local cultures based syllabus which has been implemented in the form of learning material. The writer conducted a test for students. At first, he tested level of difficulty from the questions. Item score analysis was used to categorize each question item. There are three categories, if score of difficulty level at 0.00 – 0.30 means difficult, 0.31- 0.70 means moderate

and 0.71- 1.00 means easy. The result of difficulty level test can be seen in the table below:

LD : Level of Difficulty

No	Right Choice	(%)	LD	Category	No	Right Choice	(%)	LD	Category
1	32	80	0,79	Easy	6	31	77,5	0,77	Easy
2	28	70	0,72	Easy	7	24	60	0,62	Moderate
3	30	75	0,77	Easy	8	15	37,5	0,38	Moderate
4	32	80	0,82	Easy	9	11	27,5	0,28	Difficult
5	18	45	0,46	Moderate	10	10	25	0,23	Difficult

Table 4.12: The result of difficulty level

The table above shows that four questions related with local cultures indicates easy and one is moderate. Meanwhile, questions for general English topic present one question is easy, two items are moderate and difficult. Moreover, more than 70 % of students are able to answer questions number 1 to 4 which contains local cultures and less than 60 % of students are able to answer questions for number 7 to 10 which contains general topics. The result of this test can be inferred that students are easier to understand the local cultures based topic rather than general English topics because they have shared cultural knowledge in their mind.

Another test is to examine the effectiveness of planned syllabus. The writer administered a test for two classes. One class had been taught using English material which contains topics of local cultures, called experimental class and the second class had no treatments or, was taught using usual material, called comparator class. In this design, the writer don't use pre-test because of time limit

and argues that this design is sufficient to examine the syllabus. The result of test then analysed using t-test in SPSS 16 as seen in the table below:

Class	N	Average	Min score	Max score	Standard deviation	Df	$t_{(count)}$	$t_{(table)}$
Experiment	34	70.2	50	100	9.9	33	2.458	1.692
Comparator	36	64.4	40	90	11.3			

Table 4.13: The result of t-test

From the table above, the writer can infer that the local cultures based syllabus which had been implemented into English material is effective than conventional material because the average score of experimental class is higher than comparator class with score of difference at 5,8. Moreover, the comparison of t-test shows that $t_{(count)}$ is higher than $t_{(table)}$. It means that there is significant difference between experimental and comparator class.

4.8 The implementation of local cultures based syllabus into English material

It presents sample material for integrating local cultures in ELT material design. In this case, the writer focuses on the target language of students of Junior High School. The selection of text type and a topic is based on the competence standard that students want to achieve in the form of descriptive genre. The well-known festival that occurs in Demak for many years ago has chosen, *Parade Besaran "idul adha"*.

In the following sample material focuses on reading and writing skill which are organized into several tasks to develop students' competences. Task 1 below aims to elicit students' experience. By asking some questions to students, they can recall their experience happened in the past.

Task 1: students' prior knowledge activation

A teacher asks these questions to students

1. Do you know a parade that usually happens at *Idul Adha*?
2. Have you ever joined or seen the parade?
3. With whom did you see the parade?
4. How did you feel when you joined or saw the parade?

Figure 4.10: Questions for eliciting students' experience

Task 2 : lexical input

Complete the word map below then add with two more words or phrases to each category. Compare your work with your friends.



Figure 4.11: Word map

In lexical input task above, word map is used to develop words into specific topic naturally. This process can trigger students to find related words and is easy to remember. To make interactive learning atmosphere, they might be divided into pairs or groups. Words map above can also be a clue to develop students' writing.

Task 3 : Descriptive writing

Write a letter on the postcard below to your friends in another city or country. Tell about *Parade Besar* you have joined so that your friends would be interested to see the parade.

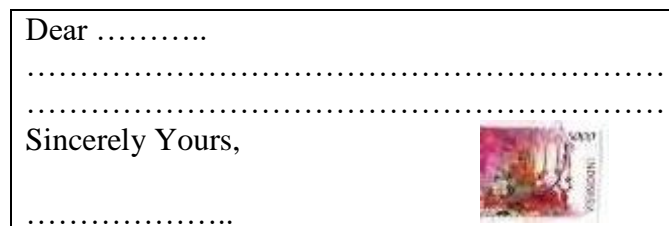


Figure 4.12: Post card

Task 4 above is aimed at encouraging the students to practice writing descriptive text in the post card and makes students aware of their potential local culture as well as enhances their cultural ownership.

Syllabus is printed document to view the course program that covers learning objectives, course content, learning tasks, and assessment for certain semester term. In this research, integrating local culture occurs in the course content. The integrated local culture elements are festivals, folktales, historical setting, foods, and local heroes. The topic selection is based on the consideration of students' cultural knowledge, students' prior experience, and something the students interest most.

Additionally, local culture based syllabus is also applied in ELT material design that includes several tasks as presented above. The theme *Besaran* parade is taken from Basic Competence (KD) number (12.1), which mentions to express the sense of short functional written text through writing ability as accurately, fluently, and acceptable to communicate with around environment. The theme is applied for postcard writing. Those other local cultures elements can be integrated in the form of a descriptive, a recount, a procedure, and a narrative. For example, Folktales and legends are appropriate for teaching narrative text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The last chapter actually restates the objectives of this research discussed in the previous chapter and some suggestions for further studies. Those objectives that clearly mentioned in the chapter I, are to identify and describe cultural items that inserted in the published English textbooks used by English teachers in Miftahussalam Islamic Junior High School (IJHS) Demak, to discover and describe the needs of students of IJHS Miftahussalam Demak, particularly in the eighth grades, in learning English, and to integrate local cultures (wisdom) in designing English syllabus for eight graders of IJHS Miftahussalam Demak.

5.1 Conclusion

Integrating local cultures in designing English syllabus for the students of eight grades in Miftahussalam Islamic Junior High School is started by reviewing English textbooks to identify the cultural aspects and its percentage of those, the second is conducting needs analysis and environment analysis to capture the needs of students as well as the institution and to find out some factors that may affect to the syllabus, finally, examining the effectiveness of syllabus is needed to compare both syllabus.

From the finding of English textbooks review, those textbooks contain dominantly target and international culture rather than local cultures. The cultural aspects such as dealing with daily life activities, with values or attitudes, with verbal communication means are mostly found in the textbooks. Moreover, local

cultures in the textbooks culturally and socially don't fit to the students' schematic knowledge and it needs to be changed.

Furthermore, they expect to acquire English by learning the relevant topics because they feel that the topics don't fit with the students' cultural knowledge. Therefore, they are difficult to take a part in learning practices. Situating local cultures is intended to activate their schematic knowledge. Moreover, they expect to have more contact with English outside the class to improve their English competence because they think that 160 minutes (2 meetings) in a week is not enough.

The dissimilarity between existing syllabus and local cultures based syllabus obviously pervades at first the major content integrates local cultures which cover heritage sport, local hero, local folktale/legend, special foods, and social/cultural events. Secondly, students are easier to understand local cultures topic because they have cultural knowledge. A test result shows that more than 70 % of students are able to answer the questions contained local culture. At last, English material based local cultures gives valuable contribution for learning because it can increase students' interest in classroom and it is effective rather than conventional material.

5.2 Suggestion

Local cultures based syllabus is recommended for English teachers and English material developers who work in the institutions under LP Ma'arif Demak since it provides the contents that meet with students' cultural knowledge and also can

develop students' cultural awareness to avoid foreign culture domination. The cultural topics can be adopted in the LKS which is published by LP Ma'arif Demak although the writer cannot access the authority for such because it depends on the policy of institution.

In addition, the sample of presented material is based on the local cultures which exist in Demak. It can be the pilot project for further material development. Certainly, some factors such as teacher factor, student factor, institution factor, social factor, adoption factor need to be taken into account. The writer at last draws that integrating local cultures make students to be aware of how their cultures enrich linguistic resources. Due to the limitation of writer's insight, the writer suggests all English teacher and material developers in Indonesia need to explore the hidden precious cultures and adopt it into English material as alternative concept in this modern teaching.

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APPENDICES



APPENDIX 1

Research Instrument Needs analysis questionnaire for teachers of Miftahussalam Islamic Junior High School Demak

Respondent

Name (Optional) :

Sex :

I. General Statement

How often do you teach your students for the following skills?

Skills		Very often	often	sometimes	Rarely	Never
		(5)	(4)	(3)	(2)	(1)
1	Grammar					
2	Listening					
3	Speaking					
4	Reading					
5	Writing					

How do they have difficulty with the following skills?

Skills		Very often	often	sometimes	Rarely	Never
		(5)	(4)	(3)	(2)	(1)
1	Grammar					
2	Listening					
3	Speaking					
4	Reading					
5	Writing					

How is students' success from the following skills?

Skills		Very high	high	moderate	low	Very low
1	Grammar					
2	Listening					
3	Speaking					
4	Reading					
5	Writing					

II. English Skills

How important of the following skills to success your student at present or after graduation.

Keterampilan		Very high	high	moderate	low	Very low
		(5)	(4)	(3)	(2)	(1)
1	Listening (Mendengarkan)					
2	Speaking (Berbicara)					
3	Reading (Membaca)					
4	Writing (Menulis)					

In what situations is English useful for your students? Give (√) in your choice.

Speaking skills		Very useful	useful	Sometimes	Rarely	Not Useful
		(5)	(4)	(3)	(2)	(1)
1	Asking and giving opinion					
2	Expression of agreement					
3	Describing a place or thing					
4	Compliment					
5	Accepting and rejecting invitation					
6	Telling personal experience					
7	Asking and giving a help					
8	Telling stories					
9	Making a telephone call					
10	Ordering food in restaurant or café					
11	Buying thing in supermarket					
12	Asking for directions					
Listening skills		Very useful	useful	Sometimes	Rarely	Not Useful
		(5)	(4)	(3)	(2)	(1)
1	Listening to presentation in class or seminar					
2	Listening and watching TV					
3	Listening announcement in public place					
4	Listening notice in public area					
5	Listening to English music					
6	Listening to telling experience					
7	Listening to radio					
8	Receiving a telephone call					
Writing skills		Very useful	useful	Sometimes	Rarely	Not Useful
		(5)	(4)	(3)	(2)	(1)
1	Writing memo					
2	Writing personal letter					
3	Writing description					
4	Writing post card					

5	Writing time table					
6	Writing personal experience					
7	Writing stories					
8	Writing announcement					
	Speaking skills	Very useful	useful	Sometimes	Rarely	Not Useful
		(5)	(4)	(3)	(2)	(1)
1	Reading a Sign					
2	Reading notice					
3	Reading description					
4	Reading advertisement					
5	Reading personal experience					
6	Reading stories					
7	Reading E-mail					
8	Reading Brochure					

III. Learning activities

Give a sign (√) for the following learning experiences in which useful for your students in learning English.

Learning experiences		Very useful	useful	Sometimes	Rarely	Not Useful
		(5)	(4)	(3)	(2)	(1)
1	Completing blanks dialogue					
2	Answering questions related with dialogue					
3	Finding certain expression in dialogue					
4	Completing blanks text					
5	Finding word meaning within a text					
6	Answering questions related with text					
7	Identifying Generic structure					
8	Finding implicit and explicit information within the text					
9	Analysing main idea					
10	Finding moral value from the text					
11	Deciding True (T) or False (F)					
12	Finding synonym or antonym					
13	Recognizing part of speech such as <i>adjective, adverb, noun, subject, etc.</i>					
14	Reordering jumble text					
15	Translating phrase, sentence, and paragraph					
16	Recognizing tenses related					

	with context					
17	Identify and correct sentence in order to grammatically correct					
18	Recognizing the use of <i>article</i>					
19	recognizing <i>degree of comparison</i>					
20	Pronounce English word clearly and accurately					

IV. Local culture

Give a sign (√) for the following cultural topics in which engage your students to learn English.

Cultural elements		Very high	high	moderate	low	Very low
		(5)	(4)	(3)	(2)	(1)
1	Local food or meal					
2	Traditional house					
3	Heritage spot					
4	Custom uniform					
5	Cultural event (festival)					
6	Folklore					
7	Traditional music					
8	Traditional dance					
9	Local hero					
10	Interaction system (greeting, introducing, etc)					

V. Skills improvement

Give a sign (√) to the following improved items for your students

		Very high	high	moderate	low	Very low
		(5)	(4)	(3)	(2)	(1)
1	Writing good personal letter					
2	Pronouncing English word correctly					
3	Writing kind of short essays correctly					
4	Reading kind of short essays and comprehending the meaning well					
5	Participate effectively in discussion forum.					
6	Communicate effectively in various situations.					
7	Listening various English expressions and understanding					

	its meaning.					
8	Delivering speech					

VI. Additional comments

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APPENDIX 2

Research Instrument
Need analysis questionnaire for students of
Miftahussalam Islamic Junior High School Demak

IDENTITAS

Nama (Optional) : / Kelas :

Jenis Kelamin :

Cara pengisian : berilah tanda (√) setiap pilihan yang anda pilih pada kolom yang tersedia

I. Necessity (Kebutuhan)

Pernyataan		Sangat Setuju	Setuju	Netral	Tidak setuju	Sangat Tidak setuju
		(5)	(4)	(3)	(2)	(1)
1	Tujuan saya mengikuti pelajaran bahasa Inggris di sekolah adalah:					
	a. Agar selalu sukses dalam setiap ujian bahasa Inggris.					
	b. Hanya untuk memenuhi syarat akademik.					
	c. Memiliki bekal untuk melanjutkan ke jenjang sekolah yang lebih baik.					
	d. Mampu berkomunikasi dengan turis asing.					
	e. Bisa memahami/merespon bahasa Inggris dengan baik di berbagai kesempatan					
2	Saya mengikuti pelajaran bahasa Inggris didasari atas....					
	e. kemauan saya sendiri.					
	f. Ikut arus globalisasi					
	g. Tuntutan kurikulum					
	h. Paksaan orang lain seperti orang tua, guru, dls.					

II. Pernyataan Umum

Seberapa sering anda menggunakan keterampilan berikut didalam kelas?

Keterampilan		Sangat Sering	Sering	Kadang	Jarang	Tidak pernah
		(5)	(4)	(3)	(2)	(1)
1	Grammar (Tata Bahasa)					
2	Listening (Mendengarkan)					
3	Speaking (Berbicara)					

4	Reading (Membaca)					
5	Writing (Menulis)					

Seberapa sering anda mengalami kesulitan terhadap keterampilan berikut?

Keterampilan		Sangat Sering	Sering	Kadang	Jarang	Tidak pernah
		(5)	(4)	(3)	(2)	(1)
1	Grammar (Tata Bahasa)					
2	Listening (Mendengarkan)					
3	Speaking (Berbicara)					
4	Reading (Membaca)					
5	Writing (Menulis)					

Seberapa tinggi tingkat keberhasilan anda pada keterampilan dibawah ini?

Keterampilan		Sangat tinggi	Tinggi	Cukup	Rendah	Sangat rendah
1	Grammar (Tata Bahasa)					
2	Listening (Mendengarkan)					
3	Speaking (Berbicara)					
4	Reading (Membaca)					
5	Writing (Menulis)					

III. Keterampilan Bahasa Inggris

Seberapa penting keterampilan dibawah ini untuk kesuksesan pendidikan anda saat ini maupun setelah lulus?

Keterampilan		Sangat tinggi	Tinggi	Cukup	Rendah	Sangat rendah
		(5)	(4)	(3)	(2)	(1)
1	Listening (Mendengarkan)					
2	Speaking (Berbicara)					
3	Reading (Membaca)					
4	Writing (Menulis)					

Pada situasi seperti apa bahasa Inggris berguna untuk anda dalam kehidupan sehari-hari?

Keterampilan Berbicara		Sangat Berguna	Berguna	Kadang	Jarang	Tidak berguna
		(5)	(4)	(3)	(2)	(1)
1	Meminta dan memberi pendapat (opinion)					
2	Meminta dan memberi persetujuan (agreement)					
3	Mendesripsikan suatu tempat atau benda					
4	Memberikan pujian					
5	Menerima dan menolak undangan (invitation)					
6	Menceritakan pengalaman pribadi					
7	Memberi, menerima dan menolak					

	bantuan (a help)					
8	Menceritakan dongeng, legenda, dan fabel					
9	Berbicara dengan telepon					
10	Memesan makanan di restoran atau kafe					
11	Membeli sesuatu di supermarket					
12	Bertanya arah suatu tempat(direction)					
	Keterampilan Mendengarkan	(5)	(4)	(3)	(2)	(1)
1	Mendengarkan presentasi di kelas atau seminar					
2	Mendengarkan dan melihat berita di TV					
3	Mendengarkan pengumuman di tempat umum					
4	Mendengarkan suatu pemberitahuan (notice) di tempat umum					
5	Mendengarkan Musik bahasa Inggris					
6	Mendengarkan radio					
7	Mendengarkan panggilan telpon					
	Keterampilan Menulis	Sangat Berguna	Berguna	Kadang	Jarang	Tidak berguna
		(5)	(4)	(3)	(2)	(1)
1	Menulis Memo					
2	Menulis Surat pribadi					
3	Menulis Deskripsi dari suatu tempat dan benda.					
4	Menulis Kartu pos (post card)					
5	Menulis Jadwal					
6	Menulis Pengalaman pribadi					
7	Menulis Cerita berbentuk dongeng, legenda atau fabel					
8	Menulis pengumuman					
	Keterampilan membaca	(5)	(4)	(3)	(2)	(1)
1	Membaca Papan Tanda (Sign)					
2	Membaca Peringatan (notice)					
3	Membaca deskripsi dari tempat dan benda					
4	Membaca Iklan (advertisement)					
5	Membaca pengalaman pribadi					
6	Membaca cerita dongeng, legenda atau fabel					
7	Membaca Surat (E-mail)					
8	Membaca Brosur (Brochure)					

IV. Aktivitas Pembelajaran (Learning activities)

Berikan tanda (√) pada aktifitas pembelajaran yang menurut anda memberikan manfaat untuk perkembangan Bahasa Inggris anda.

Aktifitas Pembelajaran		Sangat Berguna	Berguna	Kadang	Jarang	Tidak berguna
		(5)	(4)	(3)	(2)	(1)
1	Melengkapi dialog rumpang					
2	Menjawab pertanyaan sesuai dengan dialog					
3	Mencari ungkapan tertentu yang terdapat dalam dialog					
4	Melengkapi teks rumpang					
5	Mencari arti kata yang terdapat didalam teks dengan kamus					
6	Menjawab pertanyaan sesuai dengan teks					
7	Mengidentifikasi sruktur text (Generic structure)					
8	Mencari informasi tertentu baik tersurat maupun tersirat yang ada dalam teks					
9	Mencari ide pokok pada suatu teks.					
10	Mencari muatan moral yang ada dalam bacaan					
11	Memilih pernyataan antara benar (T) atau salah (F)					
12	Mencari sinonim atau antonim					
13	Mengenal kelas kata (part of speech) seperti <i>adjective, adverb, noun, subject, etc.</i>					
14	Mengurutkan kembali pada teks tak berurutan (jumble text)					
15	Menterjemahkan frase, kalimat, dan paragraf					
16	Mengenal <i>tenses</i> yang sesuai dengan kontek					
17	Mengidentifikasi dan membetulkan kalimat agar benar secara grammatikal					
18	Mengenal penggunaan <i>article</i>					
19	Mengenal penggunaan <i>degree of comparison</i>					
20	Mengucapkan kata bahasa Inggris dengan akurat dan jelas					

V. Hambatan Siswa

Situasi berikut ini merupakan hal-hal yang dapat menghambat anda dalam belajar bahasa Inggris.

		Sangat sering	Sering	Kadang	Jarang	Tidak pernah
		(5)	(4)	(3)	(2)	(1)
1	Saya tidak diberi kesempatan banyak untuk menggunakan bahasa Inggris					
2	Pelajarannya sulit karena:					
	a. Saya tidak diajarkan hal-hal yang bisa saya pahami					
	b. Saya merasa pengucapan dalam bahasa Inggris terlalu sulit untuk dikuasai					
	c. Saya merasa tata bahasa (grammar) sulit bagi saya					
	d. Saya tidak menguasai banyak kosakata (vocabulary) dalam bahasa Inggris.					
3	Saya kira guru bahasa Inggris mengajar dengan cara yang biasa					
4	Saya kira, Materinya:					
	a. Tidak relevan dengan kebutuhan saya					
	b. Tidak menarik					
	c. Tidak menantang					

VI. Penggunaan Bahan Ajar

Berikan pendapat anda terhadap situasi penggunaan bahan ajar Bahasa Inggris.

Pernyataan	Sangat Setuju	Setuju	Cukup	Kurang Setuju	Tidak
	(5)	(4)	(3)	(2)	(1)
Secara umum, saya :					
a. suka topik bacaan yang diajarkan					
b. tidak kesulitan mempelajari isi bacaan yang ada					
c. tidak kesulitan memahami kosakata di bacaan tersebut					
d. tidak kesulitan memahami struktur kalimat didalam bacaan					
e. tidak kesulitan mengerjakan latihan di bahan ajar.					

VII. Persepsi siswa terhadap kebudayaan

Berilah tanda (√) pada topik kebudayaan yang membuat anda tertarik untuk mengetahuinya dan mempelajarinya sehingga bisa dimasukkan dalam pelajaran Bahasa Inggris.

Topik Kebudayaan		Sangat tertarik	Tertarik	Cukup	Kurang	Tidak
		(5)	(4)	(3)	(2)	(1)
1	Makanan khas					
2	Rumah adat					
3	Tempat kebanggaan					
4	Pakaian adat					
5	Festival kebudayaan					
6	Cerita rakyat					
7	Musik daerah					
8	Tari daerah					
9	Pahlawan daerah					
10	Sistem interaksi (perkenalan, sapaan, dls)					

VIII. Peningkatan Keterampilan

Berilah tanda (√) pada keterampilan bahasa Inggris yang ingin anda tingkatkan.

		Sangat tinggi	Tinggi	Cukup	Rendah	Sangat Rendah
		(5)	(4)	(3)	(2)	(1)
1	Menulis surat pribadi dengan baik dan benar					
2	Melafalkan pengucapan dengan baik dan benar					
3	Menulis berbagai jenis esai pendek dengan susunan yang benar					
4	Membaca berbagai jenis esai pendek secara baik dan mengerti artinya.					
5	Ikut serta secara efektif dalam berdiskusi					
6	Berkomunikasi secara efektif di berbagai situasi.					
7	Mendengarkan berbagai ungkapan bahasa Inggris dan mengerti artinya.					
8	Berpidato dengan Bahasa Inggris					

Saran tambahan :

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APPENDIX 3

Research Instrument Need analysis questionnaire for stakeholders of Miftahussalam Islamic Junior High School Demak

Dibawah ini merupakan kegiatan komunikatif (communicative events) yang bisa dilakukan dalam pembelajaran bahasa Inggris pada kelas VIII. Berikan pendapat bapak/ibu dengan memberi tanda pada kolom yang tersedia, sejauh mana bapak/ibu merekomendasikan kegiatan tersebut dalam pembelajaran bahasa Inggris sehingga sangat berguna bagi siswa kelas VIII secara umum dalam kehidupan sehari-hari.

Keterangan :

- 5 : Sangat direkomendasikan (Highly recommended)
- 4 : direkomendasikan (recommended)
- 3 : sedang (moderate)
- 2 : tidak direkomendasikan (not recommended)
- 1 : sangat tidak direkomendasikan (not highly recommended)

Communicative events (Speaking)		(5)	(4)	(3)	(2)	(1)
1	Meminta dan memberi pendapat (opinion)					
2	Meminta dan memberi persetujuan (agreement)					
3	Mendeskripsikan suatu tempat atau benda					
4	Memberikan pujian					
5	Menerima dan menolak undangan (invitation)					
6	Menceritakan pengalaman pribadi					
7	Memberi, menerima dan menolak bantuan (a help)					
8	Menceritakan dongeng, legenda, dan fabel					
9	Berbicara dengan telpon					
10	Memesan makanan di restoran atau kafe					
11	Membeli sesuatu di supermarket					
12	Bertanya arah suatu tempat(direction)					
Communicative events (Listening)		(5)	(4)	(3)	(2)	(1)
1	Mendengarkan presentasi di kelas atau seminar					
2	Mendengarkan dan melihat berita di TV					
3	Mendengarkan pengumuman di tempat umum					
4	Mendengarkan suatu pemberitahuan (notice) di tempat umum					

5	Mendengarkan Musik bahasa Inggris					
6	Mendengarkan radio					
7	Mendengarkan panggilan telpon					
Communicative events (Writing)		(5)	(4)	(3)	(2)	(1)
1	Menulis Memo					
2	Menulis Surat pribadi					
3	Menulis Deskripsi dari suatu tempat dan benda.					
4	Menulis Kartu pos (post card)					
5	Menulis Jadwal					
6	Menulis Pengalaman pribadi					
7	Menulis Cerita berbentuk dongeng, legenda atau fabel					
8	Menulis pengumuman					
Communicative events (Reading)		(5)	(4)	(3)	(2)	(1)
1	Membaca Papan Tanda (Sign)					
2	Membaca Peringatan (notice)					
3	Membaca deskripsi dari tempat dan benda					
4	Membaca Iklan (advertisement)					
5	Membaca pengalaman pribadi					
6	Membaca cerita dongeng, legenda atau fabel					
7	Membaca Surat Elektronik (E-mail)					
8	Membaca Brosur (Brochure)					

Skills improvement		Sangat tinggi	Tinggi	Cukup	Rendah	Sangat Rendah
		(5)	(4)	(3)	(2)	(1)
1	Menulis surat pribadi dengan baik dan benar					
2	Melafalkan pengucapan dengan baik dan benar					
3	Menulis berbagai jenis esai pendek dengan susunan yang benar					
4	Membaca berbagai jenis esai pendek secara baik dan mengerti artinya.					
5	Ikut serta secara efektif dalam berdiskusi					
6	Berkomunikasi secara efektif di berbagai situasi.					
7	Mendengarkan berbagai ungkapan bahasa Inggris dan mengerti artinya.					
8	Berpidato dengan Bahasa Inggris					

Saran Tambahan :

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APPENDIX 4

Research Instrument

Checklist of English teachers' document and class activity

Name :

Class :

No	Components	Indicators	Analysis				
			No	Yes			
				1	2	3	4
1	Teaching document	a. Syllabus					
		b. Lesson plan					
		c. English exercise catalogue					
		d. Program planning of a year and a semester					
		e. Document of passing grade					
		f. Students' score analysis					
2	Document of self-development	g. Mastering IT					
		h. Joining teachers' workshop					
		i. Having journal					
		j. Having PC					
		k. Having teaching media					
		l. Having book reference					
3	Pre-teaching	a. Checking available media, room, and others					
		b. Doing apperception					
		c. Presenting learning competence would be reached.					
4	Core teaching	d. Doing learning program based on competence standard					
		e. Presenting course by order					
		f. Doing contextual learning					
		g. Using teaching media					
		h. Improving students' motive					
		i. Lead students' interaction					
5	Post-teaching	j. Facilitate students to be active					
		k. Giving feedback					
		l. Making conclusion					
		m. Giving assessment					

APPENDIX 5

Research Instrument A test for level of difficulty



YAYASAN PENDIDIKAN ISLAM MIFTAHUSSALAM
SK MENTERI HUKUM DAN HAM RI NO : AHU-222.AH.01.04 Tahun 2013
MTs MIFTAHUSSALAM 1 WONOSALAM DEMAK
(TERAKREDITASI : B)

Name/ Number :

Course : B. Inggris

Class/semester : VIII / II

Choose the correct answer by crossing a, b, c, or d

Sunan Kalijaga

Sunan Kalijaga who has original name Raden Said is one of the *Wali Songo* members. The epithet of *Kalijaga* comes from Kalijaga village.

Sunan Kalijaga has some precious heritages. Those are Ontokusumo vest, Keris Carubuk, and lasting fire. In addition, he also likes art and culture as like playing Wayang, Gamelan, carving, composing songs such as *Iir-ilir* and *Gundul-Gundul Pacul*. All of those are as media to spread Islam in Java Island because Javanese people at the time like culture. So it is very effective. His best work that all people can see in the great mosque of Demak is a big pole. It is grouped little woods then bonded into a big pole.

1. From the text, we know that...
 - A. Raden said comes from demak
 - B. Raden said buy precious heritage
 - C. Raden said doesn't like art and culture
 - D. He spreads Islam not only in Java but also over island
2. How does Sunan Kalijaga spread Islam?
 - A. Using art and culture
 - B. Using traditional dance
 - C. Using a poem
 - D. Using dialogue.
3. How many precious heritages of Sunan Kalijaga are mentioned in the text?
 - A. 4
 - B. 3
 - C. 5
 - D. 6

My village

I live in a small village called Wonosalam in Demak, Central Java. It's a nice and quiet place. The street in front of my house is about ten metres wide.

People in my village are mostly farmers. They grow rice, watermelons and cucumbers. Some people earn their living by raising livestock such as goats, sheep and cows. Some others are traders. They sell crops and other stuff at the market.

Early in the morning, the street in front of my house is always crowded by people going to the market. The goods are carried by horse carts and bicycles.

4. What do the people in the writer's village mostly do for a living?
 - A. Farmer.
 - B. Seller.
 - C. Shepherd.
 - D. Trader.
5. "They sell crops and the other stuff at the market." (Paragraph 2). The underlined word is closest in meaning to.....
 - A. Merchandises.
 - B. Harvest goods.
 - C. Cattles.
 - D. Gifts.

DISNEY WORLD RESORT

Disney World Resort is one of the most visited and largest recreational resorts in the world. It has four different theme parks: the magic Kingdom, Epcot, Disney-MGM Studios, and Disney's Animal Kingdom. The magic Kingdom theme park is the park first built in the resort.

Unlike the Magic Kingdom, Epcot contains tunnels underneath the buildings. The tunnels are used primarily for the support facilities necessary for merchandise shops and restaurants. Spaceship Earth is the icon of Epcot. At Epcot, guest can visit *Future World* that offers innovative aspects and applications of technology. Guest can also visit pavilions representing eleven countries such as China, United Kingdom, France, Morocco, Japan, and Italy in *World Showcase*.

The other two theme parks at Disney World Resort are Disney –MGM Studios and Disney's Animal Kingdom. At Disney-MGM Studios, guests can enjoy rides and shows based on Hollywood movies. At Disney's Animal Kingdom, guests can take a safari ride to see elephants Beach and Typhoon Lagoon. Both parks have water slides and other water adventures.

6. What are the theme parks available in Disney World Resort?
 - A. Cinderella's castle, spaceship Earth, Future World and World Showcase.
 - B. China, United Kingdom, France, and Morocco.
 - C. Magic Kingdom, Epcot, Disney-MGM Studios, and Disney World Resort.
 - D. Magic Kingdom, Epcot, Disney –MGM Studios, and Disney's Animal Kingdom.
7. Where are the water parks?
 - A. At Magic Kingdom.
 - B. At Epcot
 - C. At Disney – MGM Studios.
 - D. At Disney's Animal Kingdom.
8. How many kinds of animals are mentioned in the text?
 - A. Five
 - B. Four
 - C. Three

- D. Two
9. What is the main idea of the third paragraph?
- A. The features available at Magic Kingdom.
 - B. The features available at Epcot.
 - C. The features available at Disney-MGM Studios.
 - D. The features available at Disney`s Animal Kingdom.
10. What do the guest do at Epcot?
- A. Having meals, enjoying water parks, and enjoying attractions.
 - B. Watching Hollywood movies.
 - C. Enjoying the features of the world and science exhibitions.
 - D. Riding animals around the world and buy gifts.



APPENDIX 6

A test for examining the effectiveness of syllabus



YAYASAN PENDIDIKAN ISLAM MIFTAHUSSALAM
SK MENTERI HUKUM DAN HAM RI NO : AHU-222.AH.01.04 Tahun 2013

MTs MIFTAHUSSALAM 1 WONOSALAM DEMAK
(TERAKREDITASI : B)

Name/ Number :

Course : B. Inggris

Class/semester : VIII / II

Choose the correct answer by crossing a, b, c, or d

Playing Hide and Seek (Petak Umpet)

When I was a kid, I used to play hide and seek with my friends. We used to play in the yard behind house. The yard was a perfect place because it was surrounded by dense banana trees.

We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath in the river, but never at night. In the dark, everything looked different. In couldn't think clearly, I felt something tickling my feet. I was struggling to get out, but my feet were trapped in the mud.

Thank God, a friend finally came and helped me. He then called others and I was safe.

1. What made the yard a perfect place for the game? It was.....
 - A. Surrounded by dense banana trees.
 - B. Just behind the writer's house.
 - C. A place where he used to take a bath.
 - D. Near a river.
2. Why was the writer scared when he fell into the river?
 - A. He had never been to the river at night.
 - B. He had never been to the river before.
 - C. He found the river was very deep.
 - D. He didn't like the water.
3. When did they end the game?
 - A. At afternoon
 - B. At evening
 - C. At night
 - D. Early morning
4. What is the main idea of paragraph two?
 - A. The river was very dark.
 - B. The writer's feet were trapped in the mud.
 - C. The writer was hiding among the banana trees.

D. Something strange was licking the writer`s feet.

The legend of Sendang Sani

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. They walked to Sunan Muria`s house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time the *Zuhur* prayer but there was no water around to clean up or *wudu*. Ki Rangga was confused. He told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said “we should pray to Allah SWT for water. Now you must guard this big tree, Ki Rangga. It might bring water to us. But remember! Everything happens because of Allah SWT. Don`t act alone. You must inform me when water comes out. I will be behind that hill.” Ki Rangga promised Sunan Kalijaga to inform him when the water came out, so Sunan Kalijaga went behind the hill.

Ki Rangga with his servants sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants got wet. They woke up. They were very happy to see water. They drank and played in the water. Ki Rangga forgot Sunan Kalijaga`s message to inform him when the water came out.

Behind the hill, Sunan Kalijaga was worried, so he went to the big tree. He was surprised to see Ki Rangga and his servants were playing with water. “You forgot my message to inform me when the water came out. Instead, you are playing in the water like a turtle, said Sunan Kalijaga softly. A miracle happened. Ki Rangga was sad. He had changed into turtle because he did not keep his promise. The water formed a pond. It is now called Sendang Sani in Pati, Central Java. Many people still visit Sendang Sani now.

5. Where was Sunan Kalijaga when the water came out?
 - A. Under a big tree.
 - B. In Pati, Central Java.
 - C. In Sunan Muria`s house.
 - D. Behind the hill.
6. When did they take rest?
 - A. At morning
 - B. At noon
 - C. At evening
 - D. At night
7. To whom did Ki Rangga ask for water?
 - A. Servants
 - B. Sunan Kali Jaga
 - C. Allah
 - D. Villager
8. Why did Ki Rangga and his servants become turtles?
 - A. They disobeyed Sunan Kalijaga`s message.
 - B. They loved playing in the water.
 - C. They forgot to go to the big tree.
 - D. They promised to keep their secret.
9. The water formed a pond. “(Paragraph 3). The underline word means.....

- A. Turned into
 - B. Took away
 - C. Brought about
 - D. Looked after
10. What can we learn from the story above?
- A. Don` t be so happy playing in water.
 - B. Obey the old people`s rules.
 - C. Don` t break your promise.
 - D. Keep yourself happy in bad situations.



APPENDIX 7

Example of English Material

After completing this material, you are able to :

1. Write simple sentence related topic
2. Mention the social function, generic structures, and grammatical features of Descriptive text
3. Respond the meaning correctly in the text
4. Read the text accurately and correctly



Task 1: students' prior knowledge activation

Ask your students with the following questions!

5. Do you know a parade that usually happens at *Idul Adha*?
6. Have you ever joined or seen the parade?
7. With whom did you see the parade?
8. How did you feel when you joined or saw the parade?



Task 2 : lexical input

Complete the word map below then add with two more words or phrases to each category.

Compare your work with your friends. You may use words in the box to assist you.



- | | | |
|----------------------|------------------|-----------------------------|
| a. Rice cone | d. flowers | g. grave visit |
| b. Head district | e. Tambourine | h. traditional dance |
| c. Village officials | f. Marching band | i. purify <i>ontokusumo</i> |



Task 3 : Describe the pictures below

In your group, discuss the following pictures and describe it in front of the class. The vocabularies in the box may guide you.



(1)



(3)



(2)




(4)

- | | | |
|--------------------------|-----------------------|---------------------|
| a. Soldier : Prajurit | d. Walk : berjalan | g. see : melihat |
| b. People : Masyarakat | e. Visit : berkunjung | h. costume : kostum |
| c. Participant : Peserta | f. Dance : menari | i. flag : bendera |



Task 4 : Write a festival that exists in your region

Write a letter on the postcard below to your friends in another city or country. Tell about *Parade Besaran* you have joined so that your friends would be interested to see the parade.

Dear	
.....	
.....	
Sincerely Yours,	
.....	



Task 5 : Read this text loudly

Instruction: read this text loudly and accurately. Your teacher will guide you to read well.



Dandangan is a festival held in Kudus, Central Java. It is as symbol to announce the fasting month began. Its name is taken from the *Beduk* when it is sounded to symbolize the beginning of fasting month.

In this festival, most traders sell around the mosque well known as night market that opened before Ramadhan. Besides, there is one event which always associated with this festival, namely head of Gembong Kamijoyo. There are also various cultural events such as *rebana*, traditional dances, visualization of Kiai Telingsing, traditional house of Kudus, Batil (a tool for making cigarette), and Batik product.



Task 6 : Learning Essential

Descriptive Text

Social function

To describe a particular person, place or thing

Generic structure

- A. Identification : identifies phenomenon to be described
- B. Description : describes parts, qualities, characteristics

Grammatical features

Simple present tense



Simple Present Tense

Positive sentence	S + Verb (s/es) *He, she, it add -s/-es
Introgative sentence	Do/does + S + Verb
Negative sentence	S + doesn't / don't + Verb



SIMPLE PRESENT TENSE

Simple present tense

It is used to describe regular actions or things that are generally true.

Look at these sentences in table;

Positive Sentences	Introgative Sentences	Negative Sentences
1. I <u>walk</u> to school everyday	1. <u>Do</u> i walk to school everyday?	1. I <u>don't</u> walk to school everyday
2. They <u>play</u> football on Sunday	2. <u>Do</u> They play football on Sunday?	2. They <u>don't</u> play football on Sunday
3. He <u>walks</u> home	3. <u>Does</u> He walk home?	3. He <u>doesn't</u> walk home
4. She <u>plays</u> hockey	4. <u>Does</u> She teach english?	4. She <u>doesn't</u> teach english
5. She <u>teaches</u> english		

Rules for adding –s/-es

1. Add –es to the base form if the verb ends in –s, -sh, -ch, or, -x and for the verbs go and do.

Do → does

miss → misses

fix → fixes

Go → goes

watch → watches

2. Change –y into –I and then add –es if the base form ends in consonant –y

Study → studies

Try → tries

But don't change –y to –I if the base form ends in –ay, -ey, -oy, -uy

Stay → stays

deploy → deploys

Obey → obeys buy → buys

No	Words	Pronunciation	Meaning
1	Place (N)	/pleɪs/	Tempat
2	Village (N)	/'vɪl.ɪdʒ/	Desa
3	Area (N)	/'eə.ri.ə/	Area
4	Tourist (N)	/'tʊə.rɪst/	Turis
5	Count(v)	/kaʊnt/	Berjumlah
6	Find (v)	/faɪnd/	Menemukan
7	Exist (v)	/ɪg'zɪst/	Ada
8	Cone (N)	/kəʊn/	Kerucut
9	Entrance (N)	/'en.trən t s/	Pintu masuk
10	Square (N)	/skweə r /	Persegi



This section leads you to reflect what you have learned. Give a thick (√) on the column of the statements to state that you have understood.

1 : Strongly disagree

2 : Disagree

5 : Strongly agree

3 : Neutral

4 : Agree

No	Statements	Scale				
		1	2	3	4	5
1	I can read a text clearly, fluently and accurately					
2	I can identify generic structures of descriptive text					
3	I can mention social function of descriptive text					
4	I can understand simple present tense					
5	I can mention the information inside the text					
6	I can write although simple sentence in English					
7	I am confident to speak in front of class with English					

APPENDIX 8

The result of published English textbooks review

A. Insertion of cultures from four English textbooks

No	Textbooks	Form	LC	%	TC	%	IC	%
1	English in focus	P	15	5,3	20	7,0	3	1,0
		W	24	8,4	5	1,7	7	2,4
2	Bahasa Inggris : Contextual teaching and learning	P	18	6,3	8	2,8	16	5,6
		W	25	8,8	15	5,3	18	6,3
3	Scaffolding	P	14	4,9	12	4,2	9	3,1
		W	16	5,6	15	5,3	4	1,4
4	LKS "LP Ma'arif NU"	P	0	0	2	0,7	0	0
		W	15	5,3	21	7,4	1	0,3
Total			127 (44.8 %)		156 (55.2 %)			

P : Pictures
W : Writing

LC : Local Cultures
TC : Target Cultures
IC : International Cultures

B. Cultural topics inserted in *English in focus*

CC1 : Daily life activities, traditions, and living conditions
CC2 : Dealing with social convention
CC3 : Confidence with the values, beliefs, and attitudes
CC4 : Dealing with verbal communication means
CC5 : Non-verbal language

No	Cultures	Form	CC1	%	CC2	%	CC3	%	CC4	%	CC5	%
1	LC	P	13	17,5	2	2,7	0	0	0	0	0	0
		W	9	12,1	8	10,8	0	0	7	9,4	0	0
2	TC	P	15	20,2	0	0	5	6,7	0	0	0	0
		W	2	2,7	3	4,5	0	0	0	0	0	0
3	IC	P	3	4,5	0	0	0	0	0	0	0	0
		W	5	6,7	2	2,7	0	0	0	0	0	0
Total			74	63,5	15	20,2	5	6,7	7	9,4	0	0

C. Cultural topics adopted in *Bahasa Inggris (CTL)*

No	Cultures	Form	CC1	%	CC2	%	CC3	%	CC4	%	CC5	%
1	LC	P	9	9	7	7	1	1	0	0	1	1
		W	15	15	1	1	2	2	7	7	0	0
2	TC	P	3	3	0	0	3	3	0	0	2	2
		W	8	8	2	2	3	3	2	2	0	0
3	IC	P	10	10	2	2	3	3	0	0	1	1
		W	9	9	0	0	1	1	8	8	0	0
Total		100	54	54	12	12	13	13	17	17	4	4

D. Cultural topics adopted in *Scaffolding*

No	Cultures	Form	CC1	%	CC2	%	CC3	%	CC4	%	CC5	%
1	LC	P	3	4,2	3	4,2	5	7,1	1	1,4	2	2,8
	30(42,8 %)	W	12	17,1	1	1,4	0	0	3	4,2	0	0
2	TC	P	5	7,1	2	2,8	4	5,7	1	1,4	0	0
	27(38,6 %)	W	3	4,2	2	2,8	7	10	3	4,2	0	0
3	IC	P	3	4,2	0	0	6	8,5	0	0	0	0
	13(18,6 %)	W	3	4,2	0	0	1	1,4	0	0	0	0
Total		70	29	41,4	8	11,4	23	32,8	8	11,4	2	2,8

E. Cultural topics adopted in LKS LP Ma'arif

No	Cultures	Form	CC1	%	CC2	%	CC3	%	CC4	%	CC5	%
1	LC	P	0	0	0	0	0	0	0	0	0	0
	15(38,4 %)	W	6	15,3	3	7,6	4	10,2	2	5,1	0	0
2	TC	P	2	5,1	0	0	0	0	0	0	0	0
	23(58,9 %)	W	5	12,8	3	7,6	8	20,5	3	7,6	2	5,1
3	IC	P	0	0	0	0	0	0	0	0	0	0
	1(2,7 %)	W	0	0	0	0	1	2,5	0	0	0	0
Total		39	13	33,3	6	15,3	13	33,3	5	12,8	2	5,1

APPENDIX 9

The result of students' questionnaire

I. Necessity

Statement		Score					Mean	Category
		5	4	3	2	1		
1	My reason joining English course in school is to...							
	a. To pass English exam successfully	37	35	3	0	0	4,45	Agree
	b. To meet academic request only	0	4	17	38	16	2,12	Disagree
	c. To have good competence to continue the next school level.	33	38	4	0	0	4,39	Agree
	d. To be able to communicate with foreign users.	27	43	5	0	0	4,29	Agree
	e. To be able to respond English in certain occasion well	29	31	14	1	0	4,20	Agree
2	I sit in English class based on ...							
	i. My self-willingness	36	30	8	1	0	4,35	Agree
	j. globalization flow	2	15	15	25	18	2,44	Disagree
	k. Curriculum demand	1	16	12	28	18	2,39	Disagree
	l. Compulsion from someone else (i.e. parents, guru, etc)	1	0	10	34	30	1,8	Strongly disagree

II. General Statement

How often do you use the following skills in your class?

	Skills	5	4	3	2	1	Mean	Category
1	Grammar	14	39	17	4	1	3,81	Often
2	Listening	6	13	16	24	16	2,58	Sometimes
3	Speaking	6	21	37	10	1	3,28	Sometimes
4	Reading	49	19	4	3	0	4,52	Very often
5	Writing	23	40	11	1	0	4,13	Often

How often do you get difficulty from the following skills?

	Skills	5	4	3	2	1	Mean	Category
1	Grammar	1	13	19	30	12	2,48	Seldom
2	Listening	35	25	7	3	5	4,09	Often
3	Speaking	6	39	22	4	4	3,52	Often
4	Reading	2	25	36	9	3	3,18	Sometimes
5	Writing	2	20	29	19	5	2,93	Sometimes

How high do you success from the following skills?

	Skills	5	4	3	2	1	Mean	Category
1	Grammar	15	24	26	9	1	3,57	High
2	Listening	3	8	20	33	11	2,45	Low
3	Speaking	2	20	48	5	0	3,25	Moderate
4	Reading	5	29	38	3	0	3,48	Moderate
5	Writing	5	33	28	9	0	3,45	Moderate

III. English Skills

How useful these skills to support your success for your education at present or future?

	Skills	5	4	3	2	1	Mean	Category
1	Listening	21	38	14	2	0	4,04	Useful
3	Speaking	27	34	11	2	1	4,12	Useful
3	Reading	30	32	11	1	1	4,18	Useful
4	Writing	26	34	13	2	0	4,12	Useful

In what situations is English useful for you? Give (√) in your choice.

Speaking Skill		5	4	3	2	1	Mean	Category
1	Asking and giving opinion	8	44	13	6	4	3,61	Useful
2	Expression of agreement	27	35	8	4	1	4,11	Useful
3	Describing a place or thing	48	21	5	1	0	4,55	Very useful
4	Compliment	19	32	21	1	2	3,87	Useful
5	Accepting and rejecting invitation	17	31	16	10	1	3,70	Useful
6	Telling personal experience	38	23	8	5	1	4,23	Useful
7	Asking and giving a help	26	28	16	4	1	3,99	Useful
8	Telling stories (folktales, legend, fable)	11	37	14	12	1	3,60	Useful
9	Talking in the telephone	11	37	17	6	4	3,60	Useful
10	Ordering food in restaurant or café	24	30	10	4	7	3,80	Useful
11	Buying something in the supermarket	22	32	10	7	4	3,81	Useful
12	Asking a direction of certain place	46	24	4	1	0	4,53	Very useful
Listening skill		5	4	3	2	1	Mean	Category
1	Listening to class presentation or seminar	46	27	1	1	0	4,57	Very useful
2	Listening and watching news in TV	29	34	10	2	0	4,20	Useful
3	Listening to announcement in public place	18	35	19	2	1	3,89	Useful
4	Listening to a notice in public place	32	33	0	9	1	4,26	Useful
5	Listening to English music	18	37	12	8	0	3,87	Useful
6	Listening to radio	14	34	16	10	1	3,67	Useful
7	Listening to a call	14	27	24	9	1	3,59	Useful
Writing Skill		5	4	3	2	1	Mean	Category
1	Writing memo	23	37	10	5	0	4,04	Useful

2	Writing personal letter	47	21	6	1	0	4,52	Very Useful
3	Writing description	17	36	17	5	0	3,87	Useful
4	Writing post card	13	23	23	13	3	3,40	Useful
5	Writing time table	23	33	12	5	2	3,93	Useful
6	Writing personal experience	23	34	14	4	0	4,01	Useful
7	Writing stories	43	21	2	8	1	4,29	Useful
8	Writing announcement	40	25	4	5	1	4,31	Useful
Reading Skills		5	4	3	2	1	Mean	Category
1	Reading a Sign	49	21	2	3	0	4,55	Very useful
2	Reading notice	16	29	22	4	4	3,65	Useful
3	Reading description	24	25	21	4	1	3,89	Useful
4	Reading advertisement	44	20	8	2	1	4,39	Useful
5	Reading personal experience	27	31	12	5	0	4,07	Useful
6	Reading stories	22	22	18	7	6	3,63	Useful
7	Reading E-mail	17	38	11	7	2	3,81	Useful
8	Reading Brochure	42	23	5	5	0	4,36	Useful

IV. Learning Activities

Learning Activities		5	4	3	2	1	Mean	Category
1	Completing blanks dialogue	23	36	14	1	1	4,05	Useful
2	Answering questions related with dialogue	45	23	7	0	0	4,51	Very useful
3	Finding certain expression in dialogue	25	34	12	4	0	4,07	Useful
4	Completing blanks text	26	29	16	4	0	4,03	Useful
5	Finding word meaning within a text	45	27	3	0	0	4,56	Very useful
6	Answering questions related with text	36	19	19	1	0	4,20	Useful
7	Identifying Generic structure	19	19	25	9	3	3,56	Useful
8	Finding implicit and explicit information within the text	40	30	1	2	2	4,39	Useful
9	Analysing main idea	23	40	9	1	2	4,08	Useful
10	Finding moral value from the text	15	27	23	9	1	3,61	Useful
11	Deciding True (T) or False (F)	22	33	12	7	1	3,91	Useful
12	Finding synonym or antonym	24	36	12	3	0	4,08	Useful
13	Recognizing part of speech such as <i>adjective, adverb, noun, subject, etc.</i>	30	34	10	1	0	4,24	Useful
14	Reordering jumble text	24	35	12	3	1	4,04	Useful
15	Translating phrase, sentence, and paragraph	44	26	5	0	0	4,52	Very useful
16	Recognizing tenses related with context	16	28	25	6	0	3,72	Useful
17	Identify and correct sentence in order to grammatically	23	24	19	8	1	3,80	Useful

	correct							
18	Recognizing the use of <i>article</i>	18	28	20	7	2	3,71	Useful
19	Recognizing <i>degree of comparison</i>	25	32	14	3	1	4,03	Useful
20	Pronounce English word clearly and accurately	27	29	15	4	0	4,05	Useful

V. Students' Obstacles

		5	4	3	2	1	Mean	Category
1	I had no and was not given any opportunity to use English outside the classroom	12	28	24	5	6	3,46	Sometimes
2	English subject was difficult because :							
	a. I was not taught things that I could see	15	25	18	12	5	3,44	Sometimes
	b. I felt that English pronunciation was too complicated	16	21	26	10	2	3,52	Often
	c. I felt that English grammar was too difficult	16	19	27	10	3	3,47	Sometimes
	d. I was not mastering many vocabularies	17	22	23	12	1	3,56	Often
3	I thought that my teacher used common method	4	20	30	13	8	2,99	Sometimes
4	I thought that the content :							
	a. Not relevant to my needs	10	22	22	14	7	3,18	Sometimes
	b. Not interesting	30	26	14	2	3	4,04	Often
	c. Not challenging	6	19	27	10	13	2,93	Sometimes

VI. The use of learning material

Statement	Score					Mean	Category
	(5)	(4)	(3)	(2)	(1)		
Generally, I							
a. Like topics in the material	10	16	23	19	7	3,04	Moderate
b. don't feel difficult to learn the content of material	6	12	21	27	9	2,72	Moderate
c. don't feel difficult to understand the vocabularies in the learning material	5	8	22	28	12	2,55	Moderate
d. don't feel difficult to understand the sentence structures in the material	3	14	22	22	14	2,60	Moderate
e. don't feel difficult to complete some tasks in the material	9	11	20	21	14	2,73	Moderate

VII. Students' perception on cultural items

	Cultural topic	5	4	3	2	1	Mean	Category
1	Local food or meal	28	35	8	2	2	4,13	Interested
2	Traditional house	29	34	6	3	3	4,11	Interested
3	Heritage spot	24	26	20	4	1	3,90	Interested
4	Custom uniform	24	33	13	3	2	3,98	Interested
5	Cultural event (festival)	36	24	11	2	2	4,20	Interested
6	Folklore	31	31	8	3	2	4,15	Interested
7	Traditional music	28	23	16	6	2	3,92	Interested
8	Traditional dance	21	30	17	5	2	3,84	Interested
9	Local hero	32	26	14	2	1	4,15	Interested
10	Interaction system (greeting, introducing, etc.)	26	29	16	4	0	4,02	Interested

VIII. Skills improvement

		5	4	3	2	1	Mean	Category
1	Writing personal letter correctly	28	23	21	2	1	4,00	High
2	Pronouncing English word correctly	31	22	20	2	0	4,09	High
3	Writing kinds of short essays	21	29	24	1	0	3,93	High
4	Reading kinds of short essays with comprehensively	20	27	21	6	1	3,78	High
5	Participate effectively in discussion forum.	29	36	7	2	1	4,20	High
6	Communicate effectively in various situations.	18	26	23	7	1	3,70	High
7	Listening various English expressions and understanding its meaning.	21	20	25	8	1	3,69	High
8	Delivering oral speech	50	21	1	3	0	4,57	Very high

APPENDIX 10

The result of stakeholders' questionnaire

Number of Question	Mean value	Meaning
1	4,33	Useful
2	4,00	Useful
3	4,33	Useful
4	4,67	Very useful
5	4,33	Useful
6	4,67	Very useful
7	3,67	Useful
8	4,00	Useful
9	4,00	Useful
10	4,33	Useful
11	4,33	Useful
12	4,00	Useful
13	4,33	Useful
14	3,67	Useful
15	4,33	Useful
16	3,67	Useful
17	3,67	Useful
18	4,67	Very useful
19	4,67	Very useful
20	4,00	Useful
21	4,67	Very useful
22	4,00	Useful
23	4,33	Useful
24	4,33	Useful
25	4,33	Useful
26	4,67	Very useful
27	4,33	Useful
28	5,00	Very useful
29	4,00	Useful
30	3,67	Useful
31	4,00	Useful
32	4,67	Very useful
33	4,33	Useful
34	4,33	Useful
35	4,00	Useful
36	4,67	Very useful
37	4,33	Useful
38	4,00	Useful
39	4,00	Useful
40	4,00	Useful
41	4,33	Useful
42	4,33	Useful

APPENDIX 11**The result of observation (field note)**

Date & Time : October 21st 2016 at 08.45 P.M
Class : VIII C

Descriptive : English teacher started to open the topic by eliciting students' background knowledge with some questions. At the time, he wanted to deliver a topic "holidays in Kupang". Most of them did not answer teachers' questions. They just kept silent and looked at teacher talk. There was one who loudly answered "I never go to Kupang, Sir". Then, a teacher asked them to listen carefully and they continued to read the topic. After it was done, he requested them to read loudly while he corrected some incorrect pronunciation. In the middle, he also told them the information related with topic and made some predictions together with students.

Reflective : In the opening session when teacher gave apperception to student in order to ask their participation and build shared knowledge. It was not run well because he failed to connect the students' schematic knowledge and the text would be discussed. As a result, they were not responding the questions. It influenced students' motivation to actively participate in the learning. It can be much better if the topic changed into topics which very closed with their holidays. For example, religion tour or holidays in Jepara. They recognized this place well and might encourage them to speak up.

APPENDIX 12
The result of students' test

KELAS 8 C (Comparator)

NO	INDUK	NAMA	L/P	NILAI
1	4381	Abdul Wakid	L	50
2	4521	Afita Eka	P	60
3	4423	Agung Irsyad	L	40
4	4466	Ahmad Ilham	L	70
5	4341	Ahmad Rizki	L	60
6	4385	Ahmad Zarkasi	L	70
7	4512	Alfin Nur A	L	60
8	4470	Anggun Safitri	P	60
9	4472	Arfian Wibowo	L	70
10	4390	Azzah Umi	P	70
11	4433	Erna Nurul	P	70
12	4350	Faza Irfa	P	70
13	4436	Ikhlasul Amal	L	70
14	4397	Kharisma	P	70
15	4356	Latifatul Isnaini	P	80
16	4358	Lutfi Ulil	L	50
17	4401	Maulina JI	P	50
18	4402	M Iqbal Khilmi	L	70
19	4361	M Rohman A	L	50
20	4443	M Arifin Ilham	L	60
21	4486	M Fahrnun Najih	L	90
22	4447	M Muhaimin	L	70
23	4364	M Rizqi M	L	40
24	4450	Nailatus S	P	80
25	4451	Naili L	P	70
26	4489	Nasirotul Uma	P	60
27	4408	Noor Afifah	P	60
28	4491	Nurul Adhim	L	60
29	4369	Pradita W	P	80
30	4410	Putri Ayu U	P	70
31	4454	Ria Safitri	P	80
32	4414	Samudra	L	60
33	4495	Shela Septiana	P	60
34	4496	Shelly Septiani	P	60
35	4374	Siti Jatmi'ah	P	60
36	4416	Siti Khalimah	P	70
		Jumlah		2320
		Nilai Terendah		40
		Nilai Tertinggi		90
		Rata-Rata		64,44444

KELAS 8 D (experiment)

NO	INDUK	NAMA	L/P	NILAI
1	4465	ahmad Husnul	L	50
2	4427	Aini Nurus S	P	70
3	4344	Aminatuzzahro'	P	80
4	4387	Amirotul Basiroh	P	90
5	4517	Anis Himatul	P	70
6	4391	Devi Yulianti	P	70
7	4432	Diyan Tiarawati	P	60
8	4349	Faridatul M	P	70
9	4478	Himmatul Ulya	P	70
10	4352	Ida Nur K	P	80
11	4353	Ida Sofiyanti	P	80
12	4394	Ika Bella	P	70
13	4395	Ika Ianatur R	P	60
14	4354	Irma U	P	100
15	4438	Laelia N	P	60
16	4439	Lela Indriani	P	70
17	4440	Lisa Rahmawati	P	70
18	4483	Lu'luun Nur	P	70
19	4441	Miftakhul U	P	70
20	4404	M Andhika P	L	80
21	4445	M Ikbal M	L	70
22	4366	Nelli Nurul I	P	60
23	4493	Rifqi Diah N	P	50
24	4494	Rofiatun	P	60
25	4373	Siti Fadhilah	P	70
26	4497	Siti Rohmah	P	70
27	4498	Siti Sholekhah	P	80
28	4375	Sofiyatun	P	70
29	4500	Ulin Ni'mah	P	70
30	4418	Vina Itaan K	P	80
31	4419	Vina Lutfiana	P	70
32	4510	Wardah M	P	70
33	4502	Wiwik W	P	60
34	4503	Yuli Setiawan	L	70
		Jumlah		2390
		Nilai Terendah		50
		Nilai Tertinggi		100
		Rata-Rata		70,29412

APPENDIX 13
The existing syllabus

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

KD	Materi	Kegiatan Pembelajaran	Indikator	Penilaian			Waktu	Sumber
				Teknik	Bentuk	Contoh		
12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : Personal letter 2. Tata bahasa 3. Tanda baca, Spelling	<ul style="list-style-type: none"> • Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek • Menulis kalimat sederhana • Menulis teks fungsional pendek 	Menulis teks fungsional pendek berbentuk : personal letter	Tes tulis Product	Essay Penugasan	1. <i>Write sentences based on the situation given.</i>	2 x 40 menit (2JP)	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik
12.2 Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	1. Teks Essai <i>narrative / recount</i>	<ol style="list-style-type: none"> 1. Review ciri kebahasaan teks <i>narrative/ recount</i> 2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	Proyek	Penugasan	<i>Find 5 short texts of recount or narratives and expose them.</i>	8 x 40 menit	Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 1 (satu)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Teks monolog berbentuk : Descriptive “Joglo” Recount “a trip to tlatar, Boyo lali”	Things related with house: pole, roof, etc. Adverb of frequency: usually, never, etc	Article: a/an/the Adjective clause: which/that To be : (is, am, are, etc)	Mengenal <i>falling</i> and <i>rising intonation</i> pada kalimat	<ol style="list-style-type: none"> 1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman) 2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i> 3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab 4. Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i> 	Siswa mampu: <ol style="list-style-type: none"> 1. Melakukan monolog pendek berbentuk <i>descriptive</i> dan <i>recount</i> secara akurat, lancar dan berterima 2. Menggambarkan ciri-ciri dari seseorang, bagian-bagian benda dan tempat tertentu. 3. Menceritakan dengan lisan pengalaman yang pernah dialami 	Tes lisan Praktik Praktik	Daftar pertanyaan Uji petik kerja Uji petik kerja	<i>Ask and answer based on the following situation</i> <i>Look at this thing and describe it.</i> <i>Think of an activity or event that happened to you yesterday and tell us about it.</i>	4 x 40	A practical English grammar Practice your english competence Internet

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 1 (satu)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 5. Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar : 5.2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Esai pendek berbentuk : 1. Descriptive “the great mosque of Demak” a. Tujuan komunikatif b. Struktur teks 2. Recount “car free day at demak square” a. Tujuan komunikatif b. Struktur teks	penghubung: after, then, next, etc. Sports can be seen in car free day: volley, badminton, etc.	Simple Present tense Simple past tense	Mengenal <i>falling</i> and <i>rising intonation</i> pada kalimat	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i> 3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i> 6. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	Siswa mampu: 1. Menunjukkan langkah retorik sesuai dengan topic 2. Menyebutkan tujuan komunikatif dari esai pendek tersebut 3. Mengidentifikasi informasi baik yang tersirat maupun tersurat dari teks tersebut	Tertulis Tertulis	Multiple choices True or false	Choose the best option based on the text. State whether the statements are TRU or FALSE.	4 x 40	Internet A practical English grammar

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 1 (satu)
Mata Pelajaran : Bahasa Inggris

Standar Kompetensi : 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Teks tulis fungsional pendek berupa: 1. Post card “Megengan” 2. Announcement “the celebration of prophet Muhammad’s birthday” a. Struktur announcement	Phrases in announcement: dear, to	Passive sentence Stating preference: prefer, like, etc.		1. Memperlihatkan contoh teks lisan fungsional secara nyata (real world use) 2. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 3. Didampingi guru, siswa menulis kalimat sederhana terkait jenis teks 4. Secara mandiri, Menulis teks fungsional pendek berdasarkan konteks atau gambar yang telah disediakan	Siswa mampu: 1. Meyusun kata menjadi teks fungsional yang bermakna 2. Menulis teks fungsional pendek	Tulis Tulis Praktik	Melengkap teks rumpang Menyusun kata acak Tes Tulis keterampilan	<i>Complete the following sentences/ text using suitable word / words</i> <i>Arrange the words into good sentences.</i> <i>Write an announcement based on the situation given.</i>	4 x 40	Internet Headline english Fundamentals of english grammar

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 1 (satu)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Esai pendek berupa : 1. Descriptive “harvest thanksgiving” 2. Recount “ My unpredictable holiday in Magelang”	Things we need in the event: rice, etc Things we prepared for travelling: bag, etc.	Present continuous tense Past continuous and past perfect tense.		1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan jenis teks descriptive dan recount sesuai dengan gambar/realia menurut panduan grammar yang benar 3. Melengkapi rumpang dalam teks deskriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri.	Siswa mampu: 1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> dan <i>recount</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> . 3. Menulis teks esai dalam bentuk <i>descriptive</i> dan <i>recount</i> 4. Menerapkan grammar ke dalam bentuk teks tsb.	Praktik Tulis	Tes tulis keterampilan Jumbled sentence	<i>Describe the following pictures</i> <i>Rearrange the Following jumbled sentences into good order</i>	4 x 40	Practice your english competence Internet A practical english grammar

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 2 (dua)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon.

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1. Opening, lengthening and closing dialogue	Expression: hallo, pleased to meet you.	Preposition of time: in, on, at	Stress dalam pengucapan	1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Menirukan ungkapan-ungkapan yang dipelajari 3. Menjawab pertanyaan tentang isi percakapan	Siswa mampu: 1. Mendemostrasikan opening, lengthening and closing dialogue 2. Mendemostrasikan opening, lengthening and closing on the telephone	Praktik	Simulasi /bermain peran	<i>Create a dialogue based on the topic and perform it in front of the class with your partner!</i>	2 x 40	English in focus Internet Fundamentals of english grammar
2. Opening, lengthening and closing on the telephone.	Expression: may I speak to, it is anton?,	Modal: may, can, might	Intonation of asking, rejecting, etc.	4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran menggunakan ungkapan yang telah dipelajari						

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 2 (dua)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 9.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan : pidato Bahasa Inggris

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
English speech - Islamic new year	Kata/phrasa terkait tema			<ol style="list-style-type: none"> 1. Menunjukkan contoh English speech lewat video dan contoh teks pidato 2. Memfasilitasi siswa untuk membaca teks tsb 3. Siswa dengan partner mempraktekan teks tsb 4. Mendiskusikan kata yang terdapat dalam teks tsb. 5. Modelling/meminta siswa mempraktekan teks tsb. 	Siswa mampu: <ol style="list-style-type: none"> 1. Deliver oral speech well 	Praktik	Simulasi /bermain peran	<i>Create a short English speech based on the topics below!</i>	4 x 40	Internet Pidato bahasa tiga

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 2 (dua)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Narrative “the legend of nyi roro kidul”	Adverb ends –ly: fairly, hardly, etc.	Temporal Conjunction Passive voice	Spelling words end –ed	<ol style="list-style-type: none"> Mind mapping terhadap cerita yang akan dibahas Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dengan tema yang dipilih Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative Menceritakan narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer. 	Siswa mampu: <ol style="list-style-type: none"> Menceritakan cerita rakyat yang diketahui Menerapkan grammar ke cerita dengan lisan Membedakan antara teks recount dan narrative 	Praktik	Uji petik kerja	<i>Retell a story that you know very well.</i> <i>Tell a story based on the series of a pictures given.</i>	4 x 40	English in focus A practical English grammar

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 2 (dua)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 11. Membaca

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
E-mail "sharing personal experience ziarah to other people"	Family members : aunt, uncle, etc.	Using who and whom in adjective clause		<ol style="list-style-type: none"> Memperlihatkan contoh yang sesuai dengan tema Membaca teks tulis fungsional tersebut dan Meminta siswa untuk menirukan (drilling) Secara mandiri, siswa membaca teks tulis fungsional tersebut dengan lancar dan benar Memfasilitasi peserta didik untuk mencari informasi yang terkandung dalam teks fungsional tersebut. Menyimpulkan informasi yang ada di teks 	Siswa mampu: <ol style="list-style-type: none"> Membaca teks fungsional dengan nyaring dan intonasi yang benar. Menyebutkan informasi yang terkandung dalam teks Menyimpulkan isi keseluruhan dari teks tersebut 	Tulis	Multiple choices	<i>Choose the best choice for the following questions</i>	4 x 40	Internet Fundamentals of english grammar Headline English Bahasa Inggris: CTL

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahussalam 1
Kelas /Semester : VIII (delapan) / 2 (dua)
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 11. Membaca

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Materi	Language Features			Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Referensi
	Vocabulary	Grammar	Pronunciation			Teknik	Bentuk	Contoh		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Esei pendek berupa : Narrative text 1. The legend of Rawa Pening 2. The origin of Demak	Kata kerja terkait tema/topik	Passive voice Gerund		1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Membaca nyaring teks <i>narrative</i> dengan ucapan dan intonasi yang benar 3. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 4. Menentukan tujuan komunikatif teks <i>narrative</i> yang di baca 5. Menentukan langkah retorika dari teks <i>narrative</i> yang di baca 6. Menentukan ciri kebahasaan teks <i>narrative</i> yang di baca	Siswa mampu: 1. Menunjukkan langkah retorik sesuai dengan topic 2. Menyebutkan tujuan komunikatif dari esai pendek tersebut 3. Mengidentifikasi ciri kebahasaan pada teks tersebut 4. Mengidentifikasi informasi baik yang tersirat maupun tersurat dari teks tersebut	Tertulis Tertulis	Multiple choices True or false	<i>Choose the best option based on the text.</i> <i>Decide whether the statements are TRU or FALSE.</i>	6 x 40	Internet A practical english grammar. SIAPUJA

