

DEVELOPING CULTURE-BASED INSTRUCTION TO TEACHING ENGLISH FOR SENIOR HIGH SCHOOL AT SMA SUNAN DRAJAT SUGIO LAMONGAN

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Abstrak

Studi ini dirancang untuk memberikan materi unik dalam pengajaran bahasa Inggris untuk SMA. Ini disebut sebagai instruksi berbasis budaya. Peneliti menggunakan "budaya" dalam menyajikan materi topik dalam mengajar bahasa Inggris dengan tujuan meningkatkan kecintaan siswa terhadap budaya lokal terutama dalam jamu tradisional. Ada 6 topik pengobatan herbal tradisional (jamu) seperti: jamu kudu laos, asam kunir, beras kencur, pahitan, uyup-uyup dan kunci suruh. Ada kegiatan empat keterampilan; membaca, mendengarkan, menulis, dan berbicara. Kosakata dan tata bahasa sebagai bahasa dasar juga dibahas di sini. Desain penelitian menggunakan Partisipan penelitian ini adalah siswa kelas 1 SMP di SMA Sunan Drajat. Ada 35 siswa di kelas. Metode penelitian ini menggunakan penelitian kualitatif. Ada dua instrumen metode ini seperti kuesioner dan wawancara untuk mengetahui respon siswa. Akhirnya, hasilnya menunjukkan bahwa siswa tertarik pada topik itu dan mereka menjadi lebih akrab dan mencintai budaya kearifan lokal terutama dalam pengobatan herbal tradisional.

Keywords: Mengajar Bahasa Inggris, Instruksi berbasis budaya

Abstract

This study designed to provide the unique material in teaching English for Senior High School. This called as culture-based instruction. The researcher uses "culture" in presenting the topics material in teaching English with a purpose increasing students' love for local culture especially in traditional herbal medicine, jamu. There are 6 topics of traditional herbal medicine (jamu) such as: jamu kudu laos, kunir asam, beras kencur, pahitan, uyup-uyup and kunci suruh. There are activities of four skill; reading, listening, writing and speaking. Vocabulary and grammar as basic language also discussed here. The research design uses The participant of the research is the first grade of junior high school in SMA Sunan Drajat. There 35 students in a class. This method of the research is used qualitative research. There two instrument of this method such as questionnaire and interview to know the response of the student. Finally, the result shows that students are interested in those topic and they become more familiar and love the culture of the local wisdom especially in traditional herbal medicine.

Kata Kunci: Teaching English, Culture-based instruction.

I. INTRODUCTION

The Education curriculum in Indonesia has been changing and developing overtime. So far, in Indonesia has already implemented nine curricula known as the 1950 curriculum,

1958, 1962, 1968, 1975, 1984, 1994, 2004 and the current one being the 2006 curriculum. The 2006 curriculum is also known as the "Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC)".

The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and increase the students' competencies too. The successful of the implementation of KTSP may rely on some factors. These factors include a complete readiness of the teacher's language proficiency, the teacher's language teaching, and the teacher's ability to media or tools in the teaching and learning process. If those factors are fulfilled, the main goal of the implementation of K13 which is to develop students' competencies will be achieved.

Mulyasa (2012) said, that curriculums changing have been conducted many times but its materialization is faced to constraint either in Ministry of National Education or in teachers maker institution, for example, no serious attempt to handle education trouble, unaccountability between quality program and quality of participants by education department directorate. Consequently, It makes some teachers confused in their teaching system moreover, after curriculum changing, teachers in some schools still do not comprehend it.

In the same time, our education department still has many problems. One of them is he teacher less competence in teaching and learning. Today, there are some teachers that still cannot operate the computer or laptop to support their work. While other teacher only use LKS or limited book to teach their students in the class. They also use conventional method in teaching and learning process. Other problem, The English teacher severely focused on writing the material on the blackboard or reading the book and left only few minutes. It was because there

were not enough English teachers, yet many classes should be handled so the English lesson was just taken to who had a bit knowledge of English with no teaching style and ability to put things around into lesson media. Consequently, the students were not enthusiastic with the lesson because of incompetent teacher.

Based on the observations in interviewing the teacher, the problem at first grade of SMA Sunan Drajat Sugio Lamongan are lacks of the way to overcome laziness, less interest and boredom of students on English subject. Meanwhile, the English Subject on their class is on the last lesson. They are already tired in last lesson. Another problem is that the teacher less in teaching competencies so that students feel lazy sometimes difficult to make them spirit. No new method that can raise their interesting in learning.

If this problem has no solution. It can be more difficult to solve it. So that, the researcher takes this study to develop English materials using culture based-instruction for students to improve the students their ability of English and to try giving reference in using different handbook that also can raise the rich local culture. Especially, take the topics for the book about traditional herbal medicine (jamu). This is also because today the government is strongly campaign to love our culture. Therefore, to answer the students' and the teacher problems in English subject, the researcher promotes the use of culture-based instruction in teaching English. This material expected becomes the book product.

II. RESEARCH METHOD

This study used research and development (R&D). Sugiono (297:2012) stated that research is used to produce a certain product and to test the effectiveness of that product. The

technique used in data collections are interview, questionnaires and observation checklist. The participant of the study was the eighth grade of SMA Sunan Drajat Sugio Lamongan. They were 35 students. The research is also tested to provide feedback in development process, from some theories found, the researcher believes that the conducted research is classified into educational research and development.

Here, the researcher uses some steps in doing this research in developing English material based on Hyland (2003). The first six steps of Hyland's model (consideration of the students, consideration of learning context, consideration of the context, establishment of course goals and objectives, planning the syllabus, and devising units of work and lessons) are simplified into one step i.e. doing survey. The second step (creation or evaluation and selection of material) is simplified into one step i.e. developing material. Next, two steps are added as steps 3 and 4 before teaching the course, experts and doing first revision based on the validation. Then the eighth step (teaching the course and evaluation of learners) are simplified as trying out on the fifth steps. Finally, as the last two additional steps, the doing second revision as the sixth steps based on the tryout is necessarily conducted to improve the material before it comes to producing the final products. The seventh step is the final product.

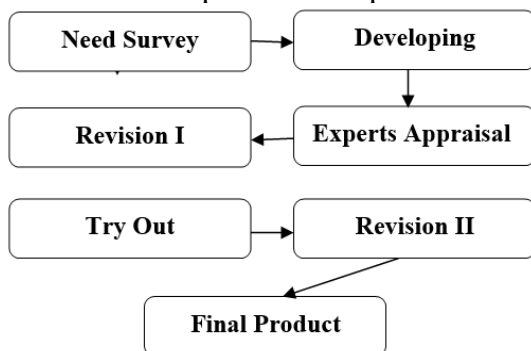


Figure 1. Research Procedure

Note:

1. Need survey

This step is to obtain lots of information related to the students' needs, their learning needs and their expectation toward the materials by giving questionnaires about the existing material used for the students. The result of the need survey helps the researcher to decide which English materials will be developed.

2. Developing Materials

This step is to develop English materials. Based on Hyland's model (2003) on Tomlinson (2013), developing of the materials included of processes in modifying the available sources by adapting in the ways of adding, deleting, modifying, simplifying and reordering the materials.

3. Validation

This step is validating the developed materials by giving the materials to the expert. The goal of this stage is checking the materials whether there are some parts of the developed materials need to be changed or revised to fill the specific needs about the expert's comments, judgments, suggestions, and the need analysis.

4. Revision I

The next step is getting revision 1. The goal of this stage is completing the product.

5. Try out

This step is implementing the revised materials. The researcher flexibly experiments to the student's demonstrations, group works, or outdoor movements. The researcher takes the observation field-note during the trial of development materials.

6. Revision II

The result of the researchers' observation is used as the basis of the second revision until it becomes the specific product and applicable to the

first grades students of SMA Sunan Drajat Sugio Lamongan.

7. Final Product

The material development has been validated and tried out. The product is revised based on the result of try-out. The objective of this research is constructing instructional culture-based for the first grade of senior high school. Actually, There are six topics for one semester.

III. RESULT AND DISCUSSION

The data are found through interview guidelines, questionnaires and observation Checklist. The research data are focused on the students and the teachers' needs in Learning English using culture-based instruction for the first grade of SMA Sunan Drajat Sugio Lamongan. In data presentation and analysis, the data are presented in the form of table. After that, the analysis is explained while the words and the letters in language change. Those make the readers understand the data easily.

To complete the steps front-end analysis and specifying the first interviewing was conducted. This interview was done with the teacher. The interview was mainly intended to get the information about student's difficulties English Lesson, the students' English ability, the English books and materials. To analyze whether or not the learning activity and materials had been reaching their target and learning needs. To know the ability of students' English ability and the perception of culture-based instruction is the second interviewing was done with the students. To know the task and activities given by the teacher in English class, the first questioners was given to the students. This questionnaire has some points. They liked English; they were the importance of English, the importance of English, the students' responses toward English activity, the students' perceptions of culture-based

instruction and the students' point of view about culture-based instruction. The second questionnaires subjected to the experts to gain the appraisal of the experts. This way was taken in order to get a good feedback and suggestion for the betterment of the research and product. The next questionnaire was presented to the students to know the responses of the students toward culture-based instruction. The researcher used an observation to identify about the condition of the students and the process of the activities in the field test. The observation was done by observation checklist.

Developing Product

The development of the study is developing the materials. The researcher sorts the topics that chosen by students and also related to the syllabus and textbook of the teacher in teaching English for the activities. The supplementary English material is developed based on the needs survey. The data from needs survey such observation interviewing of English teacher and students is going to be used for the consideration of developing supplementary materials. Developing supplementary English material is based on the topics.

Table 1. Division of Book Units

Chapter	Topic
1	Beras Kencur
2	Kunir Asam
3	Kudu Laos
4	Pahitan
5	Kunci Suruh
6	Uyup-uyup

The developed product was in printed book which called "English Book, Jamu, Traditional Herbal Medicine (Culture-based Instruction)" the researcher listed 6 topics and modified

them based on the materials that conclude the for skill of language (Reading, Listening, Speaking and Writing) in the first semester.

After designing the product, the researcher continued on delivering the first draft of the product to the expert. This stage aimed at obtaining the expert feedback toward the development materials as the basis to conduct revision 1. Expert Validation was divided into two types, as they were instructional review and technical review design. To obtain the suggestion from the experts, the researcher employed questionnaires to the experts. The first expert argued that the product might be one of alternative ways for teachers to teach English.

The Students' Response towards Culture-based Instruction

The researcher gained very positive response of first grade students of SMA Sunan Drajat Sugio Lamongan. They are very enthusiast and enjoy with the topics because they felt they iare different with other book and never given before. Most of them felt interested during teaching and learning process.

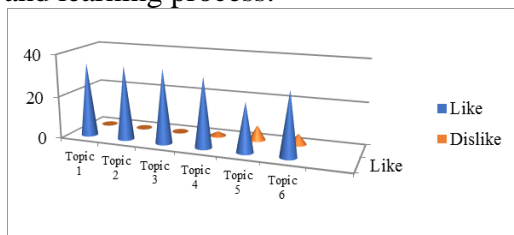


Figure 2. Students Response towards the Topics

The topic 1 until topic 3 (about Beras Kencur, Kunir Asam and Kudu Laos) indicated that all students stated that the topics given were interest for them and they like to drink. The topic 4 until 6 (about Pahitan, Kunci Suruh and Uyup-uyup) each of topic students do not like are 2, 7 and 5. Most topic that they o not like is about pahitan. Because they said the taste is not good.

From the analysis, the researcher concludes that students need to a new and innovative method to help and support them in the class. Of, course the teacher are required to be more creative, innovative and attractive in their teaching. This material, also need some revision and then, the researcher continued constructing the final product and planned to publish the product.

IV. CONCLUSION

The researcher finally arrived at the conclusion of the entire process of the research. There are three conclusions that the researcher is going to present. The first conclusion, There were eight stages which should be done by the researcher. The first stage was conducting need survey. The researcher employed three instruments to collect the data. They were questionnaires, interview guidelines and observation checklist. The second stage was developing the materials. The researcher used the result of need survey as the basis to develop the English materials. There were thirty English materials developed by the researcher. The third stage was expert validation. The researcher purposed the first draft to the expert. After gaining some suggestion and appraisals from the expert; the researcher went to the fourth stage, Revision 1. Then, the fifth stage was Tryout and followed by Revision 2. The second conclusion is the first grades student of SMA Sunan Drajat Sugio Lamongan gave positive response to all the activities. They were appreciate and feeling helpful during in English class. The last conclusion is the use of culture-based instruction to teach English which was combined with other actions improved the students' confidence and made the student more active in English class, because the topics provided a

friendly atmosphere in which the students could learn to use language expressions in a joyful way. Of course, this culture-based instruction needs more varied topics so it can improve the students' knowledge about their local culture and can support them in learning English using joyful method.

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