

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The common practice of ELT in Indonesia context

English is taught and used as a foreign language in Indonesia. It has always been included in school curriculum because it is considered very important to developing science, commerce, and technology. There have been a lot of efforts and finances invested to support the English teaching programs all over the country. The government has been changing the methods of teaching English in order to get better results. Referring to some policies of English language education from primary to tertiary level in Indonesia, the following discussion provides a better picture of how English is learnt at schools and universities.

a. English Language Teaching in Indonesia

English in primary education was initially taught in 1994 based on the decree of the Ministry of Education and Culture No. 060/U/1993 in which English could be taught as local content subject from the fourth grade of primary school. Local content subjects are complementary subjects selected to be taught to the pupils according to the local needs and conditions.

English in secondary education started being taught in 1968 based on decree of the Ministry of Education and Culture No. 096/1967. This regulation recommended teaching English as a compulsory subject in junior and senior high

schools. According to the regulation, the objective of teaching English is to equip students with a working knowledge of English which includes reading, listening, writing, and speaking abilities (Petrus, 2012:6).

At the tertiary level of education, English is offered based on the decree of the Ministry of National Education NO. 232/U/2000 on the guideline for tertiary education curriculum and students' learning assessment.

English was taught as an obligatory subject at junior high school as well as at senior high school since the beginning of Indonesian independence. Since then, English also became one of the compulsory subjects to be tested in National Test (UN) of junior and senior high schools. The significance of ELT in Indonesia then influences many aspects of educational systems both formal and informal ones. Some schools establish 'international classes' by applying bilingual instructions, plenty franchise networks of English courses are founded, and many publishing companies continuously publish a variety of English textbooks to fulfill the high demand in ELT throughout Indonesia.

b. English Language Teaching in Senior High School

The learning process is divided across three years or three grades in Senior High Schools or SMA (Sekolah Menengah Atas) with mile stones of minimum competences which students should reach in each grade to ensure competence. Competence standards of teaching and speaking in Senior High Schools are done through oral expression of the meanings of interpersonal and transactional discourse in formal and non-formal communication. This is

achieved by using recount, narrative, news item, procedure, descriptive, report, analytical exposition, spoof, hortatory exposition, discussion, explanation, and review in daily life contexts. The aptitude to communicate in English is a very difficult mission in Indonesia because of the emphasis on the national language. The fear of making mistakes has affected the rate of personal expression so much that not all of the students in an EFL (English as Foreign Language) speaking class have the courage to speak. Many of the students feel anxious in a speaking class (Padmadewi, 1998); and some are likely to keep silent to avoid making mistakes (Tutyandari, 2005).

When dealing with English textbooks, we need to pay attention to the contents preferred by authors and publishers. The choice of culture cannot be separated from the commercial preference. Some publishers may be obsessed with target culture content since it is more commercial and attract more customers. In Indonesia, there are many publishing companies that vary in types of textbooks they produce. Firstly, English textbooks published by big companies can be easily found in many bookstores. The textbooks they sell are designed to attract customers. Therefore, the choice of cultural content tends to be based on the culture of Inn sense of English authenticity. Amalia, Syahara Dina (2016) conducted a surface examination on the contents of four textbooks commercially sold in bookstores. Four of them are written according to the latest 2013 Curriculum and are published in 2014. In “Pathway to English for Senior High School Grade XI: General Programme” (Sudarwati, 2014) published by Erlangga, most images show photos of people who have white skin and blond hair, who do

not resemble Indonesian people. Images of people that present local or source culture materials are only few, which show some Indonesian public figures such as artists and heroes. Secondly, there are other textbooks published by local companies. The publishers are usually small companies in which their market places are in small towns since the prices of the books are more affordable, whereas the preference of cultural content contained in the textbooks can be easily referred to the front covers, too. It can be seen from the images attached on the front covers that show the famous red London bus and the Big Ben. Despite the awareness the publishers have towards the importance of 'sphere of interculturality' that are promoted through the cultural content in the books, they seem to be reluctant in taking risk for the sake of marketing consideration by representing the Inner Circle cultures on the cover page of the textbooks they publish. This can be found in the cover page of "Talk Active: Compulsory Program for Grade X Senior High School" (Mulyono, & Kurniawan, 2014) published by Yudhistira. Thirdly, "Bahasa Inggris untuk SMA-MA/SMK Kelas XI" published by Yrama Widya (Djuharie, 2014) has shown many images that represent source culture materials such as national television programs, Indonesian public figures, currency and foods, famous places and common situations in Indonesia such as traffic, floods and so on. Even so, the number of images that represent target culture material exceeds the images that represent Indonesian culture. Meanwhile, many images that represent source culture materials have been shown in "English in Use for Grade X of Senior High Schools: Linguistics and Cultural Studies" (Daryanto, 2014) published by

Platinum, Tiga Serangkai. They range from Indonesian religious places, common situations and activities in Indonesia, famous places and figures, Indonesian flag and the symbol of Garuda, and so on.

2. Theory of English Language Teaching

The demand to be able to communicate in English is rising, especially for the young generations; they need to master English to actively participate in the global world. Crystal (1997) stated that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. Everybody should necessarily agree that, as today, English is the most successful language on the world (Burns, 2004). The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to be proficient in English in the globalization era (Rachmajanti, 2008). Meanwhile, Nurkamto, (2003) asserts that “the aim of the teaching of English in the schools has been to develop the students’ communicative competence that would help the students in their university education” (p. 287).

3. Local culture

a. Definition of local culture

The term local culture in this sense is closely related to term tradition which can be defined as “inherited behavioral customs remain practiced in the society,

coming from the judgments or assumptions that everything formerly exists is the right ones” (Kamus Besar Bahasa Indonesia, 2005:1208). The word tradition leads to the other related term called ‘traditional’ having a similar meaning, that is a form of attitude or a set of ways of thinking and act that always stick to the inherited norms and customs. According to Ajawaila (2009) local culture is the original culture of a certain group of people that also characterizes the culture of a local community group.

In Indonesia there are currently more than 300 ethnic groups speaking 250 different languages and have different characteristics of local culture as well. The plurality of local culture in Indonesia is reflected in the diversity of cultures and customs of the society. Ethnic groups in Indonesia, such as Javanese, Sundanese, Batak, Minang, Timor, Bali, Sasak, Papua, and Maluku have customs and different languages. Each of these tribes grows and develops in accordance with the natural environment. Isolated geographical circumstances which led to the population of each island developing living patterns and customs are different (Hartini, 2012).

b. Cultural and societal values

Culturally shared principles and virtues as well as a shared sense of what is worthwhile and meaningful. Cultural values are grounded in the cultural heritage and practices of a society and pervasively reside within societal institutions (Frey, 1994). Societal values are the cultural values of a society; societies may be more or less homogenous, so there may be multiple sets of cultural values in one society that overlap to a greater or lesser degree with each other.

c. The Importance of local culture values in language teaching

Culture, which is often associated with customs and values or anything that signifies a particular society from another, is inseparable with language. Hall (1997) connects language to culture in a complex but sensible way. He remarks that language serves as the medium whereby culture can create and preserve meanings and values. Additionally, culture is the place where language used by people can represent their ideas, thoughts and feelings. In addition, Kramsch (1998, as cited in Tong and Cheung, 2011) reminds us how language plays a vital role in constructing cultural identity.

The practice of English language teaching will not be effective without discussing its culture. Most educators will agree that teaching the language will be impossible without teaching the culture. Brown (1994:165) describes the relation between language and culture as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. Every sentence, expression, word needs to be put in the context of culture of the language. When it comes to the realm of teaching and learning, as Gao (2006) presents it, the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching (p.59). Gao further states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence.

Local culture is considered having better moral values and can help to create meaningful learning and it influences students' learning style (Goodson, 1993; Rao, 2002), views on testing, expectations of both students and teachers, and perceptions of the overall learning process (Gray, 1998; Hu, 2002; Kim, 2004; Simpson, 2008; Tan, 2005). Therefore, the role of culture that it plays in teaching and learning of English as a foreign/second language can't be avoided while designing course for English Foreign Language students and in the class room situations. The teachers should keep in mind the importance of culture and must have a prior knowledge of the cultural knowledge of the chapter or lesson he is going to teach the students.

d. The process of inserting local culture in ELT

There are some ways to insert local culture in teaching material (Hartini, 2012); The teachers insert local culture in the forms of ideas (norms, moral, ethics, and religious values), activities (traditional ceremonies), and artifacts (historical or tourism places, food, and stories). Most of them are wrapped in texts. The insertion is done by selecting cultural topics, choosing cultural topics for classroom discussion, designing tasks or projects, and holding study tour to tourism places. Culture is an important aspect in ELT textbooks. Kramersch (1993) states that language and culture are inseparable. EFL learners acquire both target language and culture. It is part of the communicative competence which includes cultural understanding, conversational routines, and the target society's norms and values. Research has shown that ELT textbooks contain representations of culture and society. Commonly, the students and teachers of English come

from the same cultural background with the same language too. It enables them to communicate and develop their ideas about the local culture they are familiar with than talk about the target culture which is new for them. Although nowadays, many students love to watch films from English speaking country and some of them intend to study abroad, it will not make them easily exploring the target culture as easy as they explore their local culture (Mckay, 2003).

Sudartini (2012) explains that English language teaching educators are practically required not only to teach the language but also to present the cultural context in which this particular language is used.

It shows that the inserting of local culture in English language teaching can be the forms of selecting materials including the local cultures norms in the process of teaching and learning process. However, the inserting local culture in English teaching will not be successfully carried out without the supports from all everyone who involved in English language teaching, such as the teachers, parents, stake holders, and the government.

This result supports Mckay (2003) study that using the local cultures will make the process of learning English and exploring the cultures happen at the same time. Which means that the process of learning English occur in a mutual condition that students will use English to promote their culture and in the same time, they practice their English by talking about their culture.

In English Foreign language class room the students should be taught English with the culture in real life situations. It is observed that many students, who have

excellent academic performance in English subject, sometimes, find it very difficult to correspond with native speakers or in real life situations. This might be the result of learning English without proper awareness of its culture (Rahim Uddin Choudhury, 2014).

4. Contextual Teaching and Learning (CTL)

a. Definition of Contextual Teaching and Learning (CTL)

In language teaching, there are many designs of learning materials approaches. One of the learning materials methods is by using Contextual Teaching and Learning (CTL). The Contextual Teaching and Learning (CTL) technique was first introduced in the United States. It was derived from the John Dewey point of view in 1916 who proposed the theory of curriculum and teaching methodology related to the students' experiences and interests. According to this theory, the students will learn more effectively when the subject matter relates to their experiences, and they are actively involved in the classroom teaching-learning activities (Nurhadi, Yasin, & Senduk, 2004). Principally, this theory helps teachers to relate the subject matter to the experiences of the students and to motivate them to relate English to their experiences. So they, along with the teacher(s), conduct meaningful classroom activities, rather than learning about foreign concepts that have no relevance for them and are hence easily forgotten.

b. Principles of Contextual Teaching and Learning.

Students do the learning activity individually, and the dominant activities are making note memorizing, accepting teacher instruction. Students as the learning object just receive the information from the teacher.

Contextual teaching and learning consists of some principles that must be conducted as the part of its application. There are seven principles of contextual teaching and learning that are useful to gain success in applying it (Wijarwadi, 2008:27).

1. Constructivism

From the history of contextual teaching and learning, constructivism is a theory that emphasizes the way how the students construct their own knowledge. It has five steps of learning. They are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

2. Inquiry

The principle shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

3. Questioning

Questioning is one of the parts in teaching learning process. The students' ask something because they want to know something that they do not know. They

are curious to get the answer of their problem. That's why they ask to the teacher or others.

4. Learning Community

Contextual teaching and learning is conducted in group because its purpose is wants the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

5. Modeling

Modeling is derived from the word "model". Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

6. Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

7. Authentic Materials

It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic form in order to reduce the students do copy paste to the other friends' work.

c. Characteristics of Contextual Teaching and Learning

Johnson (2002:24) said that characteristics of CTL into eight important components as follows:

1. Making Meaningful Connection

The students can learn the materials that make sense to them because the materials itself are gained based on their real life context.

2. Doing Significant Work

The students could relate what the materials have gained in the school and also in the various contexts that still exist in real world.

3. Self-Regulated Learning

The purpose of self-regulated learning is to create the students to have learning regularly in order they can get the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning.

4. Collaborating

Collaborating is derived from the word “collaborate”. It means that the characteristic of contextual teaching and learning is to do the group discussion, to have sharing session what they have known with the other friends.

5. Critical and Creative Thinking

It stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity.

6. Nurturing the Individual

It stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people.

7. Reaching High Standard

By relating high standard as the characteristics of contextual teaching and learning, it can motivate the students to have more frequency of studying.

8. Using Authentic Assessment

The using of authentic assessment is useful in order to get the meaningful purposes.

These eight characteristics make CTL different from other methods. These Characteristics became the main components in applying CTL. CTL is also clearly seen that these eight characteristics ask the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical Thinking ask the students to responsible for learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for student's self. Once these eight characteristics applied in classroom will help both students and teacher in creating a good atmosphere where the learners have a great responsibility in achieving success in learning.

d. Contextual approach

Contextual approach is a choice. The learning approach is needed to empower the students. Knowledge is not a set of facts and concepts that are ready to be studied, but "something" that students must construct themselves.

- a. children learn better through activities and experience by themselves in a natural environment
- b. learning strategies are more important than the results
- c. learning will be more meaningful if the students "experiences" what he has learned, not "memorizing"

5. English Learning Materials

a. Definition of Materials

Materials are “anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions” (Tomlinson, 2012, p. 143). They can be “informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)” (Tomlinson, 2012, p. 143). Ideally materials should be developed for learning rather than for teaching and they should perform all the functions specified above.

b. Materials Development

Materials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development. It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials. Tomlinson states that materials development is

everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the use of language, which is designed to promote language learning. Before developing the materials the writer has to identify students' needs to consider the objective of the learning process. After that they can develop the materials by analyzing the students' need and the objective in order to improve or to make them more suitable for learners' needs.

Developing good learning materials that are based on the students' needs are important. The aim of the learning materials is to drive the English instruction whether the students can achieve the learning' goal or not. Materials development will affect the improvement of students' writing ability, because it is one of the crucial parts when the teacher cannot provide the materials that suitable with the target needs.

In the materials development, the materials should provide some sources of the learning inputs and the materials that help the students to improve their writing ability. The materials development consist of some authentic materials that are always read by the students. Tomlinson in Graves (2000) defines that materials development means creating, choosing or adapting, and organizing materials and activities so that the students can achieve the objectives that will help them reach the goals of the course.

c. Principles in Designing Materials

David Nunan (1988) identified the Six Principles of Materials Design as follow:

1. Materials should be clearly linked to the curriculum they serve.

Materials should be chosen on the basis of their relevance to the objective and goals of the curriculum.

2. Materials should be authentic in terms of text and task.

Text refers to the authenticity of the input data which are used as point of departure in materials development. Task authenticity refers to what learners actually do in relation to input data learners asked to undertake tasks which replicate or rehearse their communicative behaviors.

3. Materials should stimulate interaction.

Materials should stir interaction among learners. Materials must cause the conversation among interlocutors for them to negotiate meaning, interpret signs and symbols or understand dialogs.

4. Materials should allow learners to focus on formal aspects of the language.

There is evidence that learners can benefit from form-focused activities that require them to solve problems, form and perform hypothesis, come to conclusions and construct their own rules from instances and examples of language use.

5. Materials should encourage learners to develop learning skills, and skills in learning. Learning skills refer to 4C's: Critical thinking, creative thinking, communication and collaborating. While, skills in learning are those Research on learning styles and work in learner-centered curriculum development has led to the trend of incorporating into materials activities that teach students about learning as it is impossible to teach everything students need to know in class. Hence, it is necessary to provide learners with efficient learning

strategies, develop skills in self-evaluation, assist them to set their own objectives and develop skills needed to negotiate the curriculum.

6. Materials should encourage learners to apply their developing skills to the world beyond the classroom. That a good language learner who always looks for opportunities to do must be made a part of the materials. Many learners fail to make connections between the language work done in class and the language they encounter outside. Tasks designed to get learners to apply their skills needed to be elaborated.

Tomlinson (1998) coins the principles of materials development to help the materials developer achieve the purpose of materials. Basic principles of materials development (Tomlinson, 1998) as follow:

1. Materials should achieve impact.
The impacts of materials can be shown when the learners' curiosity, interest, and attention area attracted. Materials can achieve impact through novelty, variety, attractive presentation and appealing content.
2. Materials should help learners to feel at ease.
Materials should make sure that learners feel comfortable and relaxed. Therefore, materials must achieve the personal contact through informal discourse, the active voice, concreteness (e.g. adding anecdotes), and inclusiveness (avoiding superiority over the learners).
3. What is being taught should be perceived by learners as relevant and useful
materials should provide information that is needed by the learners.

The points taught should be related to the learners' background study and needs.

4. Materials should expose the learners to language in authentic use to support language acquisition, materials should provide enough exposure of authentic and comprehensible input.
5. Materials should provide the learners with opportunities to use the target language to achieve communication purposes. Learners should be given enough opportunities to use the language rather than just do a number of controlled practices. Good materials should facilitate learners' interaction by providing activities that creates interaction.
6. Materials should not rely too much on controlled practices. The materials should be arranged in balance from the dependent tasks to the independent ones.
7. Materials should provide opportunities for outcome feedback. Feedback can be used as the source of information of intended outcome in the language production activities. Thus learners will know how far they have achieved the purpose of the lesson.

The summary of some his principles above will be used as the consideration of this study.

d. Module in ELT Materials

1. Definition of Module in ELT Materials

Module is a packet of teaching materials consisting of behavioral objectives, a sequence of learning activities, and certainty for evaluation. Modules would

mean a set of self-explanatory tasks that would include the following components:

1. Grammatical Items, vocabularies, sentence constructions, situational text materials and lessons.
2. Visual aids like pictures, charts, flash-cards, drawings, objects, et al.
3. Audio cassettes of songs, rhymes, speeches, declamations, intonation patterns, word-spell and pronunciation practice, radio news recordings, etc.
4. Audio-visual materials.

The focus will be on developing the four skills namely Listening, Speaking, Reading and Writing in the English language.

2. Content of a module

- a. The objectives are written in behavioral terms, are specific, and embody the accomplishment of microscopic bits of changed behavior (which, by the way, is the definition learning module theory is based on).
- b. The sequence of learning activities is designed to:
 1. Provide instant feedback to the learner on his achievement.
 2. Proceed from lower to higher cognitive levels.
 3. Contain materials with intrinsic interest for the learner.
 4. Provide optional and recycling paths to achieve the objective
 5. Be self-continuable to the conclusion of the module.
 6. Equip the learner to achieve the stated behavioral objective.

- c. The evaluation procedure focuses on the stated behavioral objective. It enables the teachers to determine whether the learner has achieved the objective.

3. Steps of developing a module

Developing a module for each concept which is selected to represent various levels and interests and oriented to the nature and objectives of the module. The first draft is to develop the behavioral objectives and learning exercises that relate to various roles in ELT materials.

When the first draft of each module is completed, it's to be field tested in small group learning situations. Revisions will be made after observing learners and their reactions to the modules. Results of posttests built into each module will also be used for module revision and improvement.

Two types of learning modules are planned: (1) those that can be portable, completely self-contained, and usable with small groups of learners and (2) those adapted to individualized, programmed, computer-assisted instruction.

Judgment validators are critiquing each component of a module throughout the process of development. A study identifying behaviors conducive to successful module. The list of desired behaviors is being used as the basis for formulating objectives and designing learning activities.

Several instruments are being developed to provide feedback on learner needs and achievement. Items in behavior inventories correspond to module subjects and objectives. Learners will rate their current behaviors before

participating in the instruction sessions. Profiles will indicate to learners and teachers the pre-assessed behavior skills of learners. The modules, dealing with the various skills, will then be presented, and post-tests will be made several months to measure any changes in behaviors.

4. The use of a module

Modules help to individualize instruction by:

- a. Providing mediated (teacher free) activities for one or more learners simultaneously.
- b. Permitting students to work at their own rate of learning.
- c. Providing immediate feedback to the learner and the educator.

6. Unit Design Development

a. Task Continuity

Developing units of work means that the materials developer should consider the underlying principles about language and learning or, in short, about the ‘what’ and the ‘how’. In addition, there should be an effort to sequence the tasks or activities within a unit, Nunan (2004: 119) states that continuity refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. Based on this principle activities are sequenced, not only according to the complexity as determined by input learner and activity factors, but also by the logic learning themes and pathways. He adds, developing interlinked sets of activities in which succeeding steps are dependent on those which come before (either in term of context or skills), will ensure greater coherence and consistency for the language programme, Nunan (2004 : 119).

b. Task Development

a. Definition of Task

In general term, tasks mean the things which people do every day in life. Long (1985) in Nunan (2004:2) defines task as a piece of works undertaken for oneself or for others freely or for reward. In line with this definition, the task in language teaching simply means as an activity or action which is carried out as the result of understanding the language. Nunan supports this view by proposing his definition of a task as a piece of classroom work that allows learners to comprehend, manipulate, produce, or interact in the target language. In the pedagogical perspective, a task makes use the language as a means of communication in the real world which conveys several language activities, such as productive or receptive, oral or written skills, and various cognitive processes. In Task-based language teaching, tasks are used as the core of unit planning in the language teaching. The role of tasks has been believed as effective to support language acquisition.

b. Task Components

In developing tasks, there are should be considerations about elements which make up the task. The early conceptualization of tasks components are proposed by Shavelson and Stern (1981). The components are as follows.

1. Content: the subject matter to be taught.
2. Materials: the things that learners can observe/manipulate.
3. Activities: the things that learners and teachers will be doing during a lesson.

4. Goals: the teachers' general aims for the task (these are much more general and vague than objectives).
5. Students: their abilities, needs and interests are important.
6. Social community: the class as a whole and its sense of groupness.

In addition, Nunan (2004) coins his concept about components which make up the tasks. Those components proposed by Nunan are drawn in Figure 2.1.

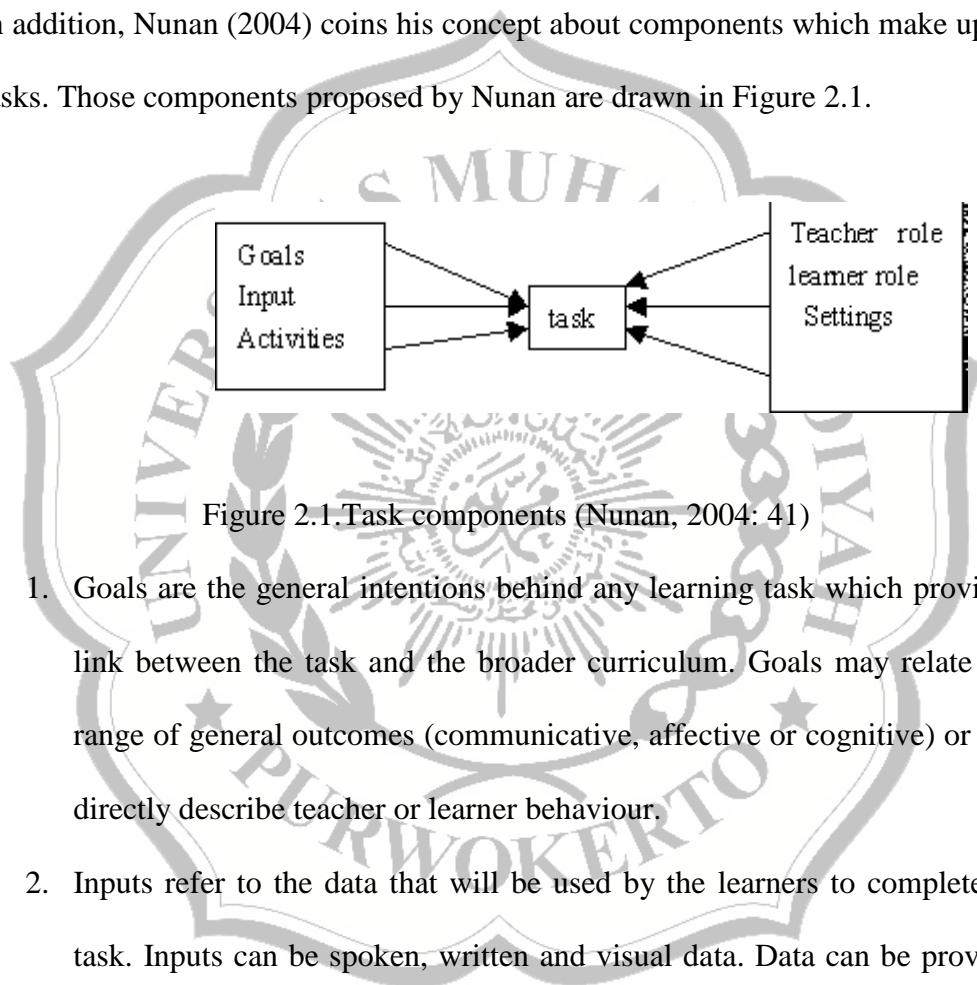


Figure 2.1. Task components (Nunan, 2004: 41)

1. Goals are the general intentions behind any learning task which provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behaviour.
2. Inputs refer to the data that will be used by the learners to complete the task. Inputs can be spoken, written and visual data. Data can be provided by a teacher, a textbook, some other source, or alternatively can be generated by the learners themselves (Nunan, 2004: 47). In providing inputs, teacher can do some adaptation or adoption in order to make the inputs comprehensible and useful for the learners.
3. Procedures are activities that will be used in learning the task. Procedures specify what learners will actually do with the input that forms the point of

departure for the learning task (Nunan, 2004: 52). Some ways of evaluating procedures according to Nunan (2004: 53-56) are: (1) it can be analyzed in the terms of to which the sorts of communicative behaviours task might be expected to use in genuine communicative interactions outside the classroom; (2) analyzing in terms of the task focus of goal whether they are basically concern with skills getting or skills using; (3) analyzing them those that focus the learner on developing accuracy and those that focus on the development of fluency; (4) analyzing the task focus of control.

4. Role refers to what learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). For instance, the learner role can be listener, problem solver, etc. and teacher role can be observer, model, etc. By looking at the statement above, can be concluded that the developed materials should encourage or allow learners to explore the strategy in the classroom. Teacher need to make a balance proportion in the activity with the demands of their students.
5. Settings refer to the classroom arrangement in completing the task. It is also important to be decided by the teacher whether the class will be small or big, for example, individual work, pair work or group work. Nunan (2004: 70) defines setting as the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

c. Task Types

There are so many kinds of task types, but in this study task types are limited as real world task and pedagogy task as stated by Nunan (2004:1). Nunan (2004:1) defines task as a real world or target task and pedagogical task target task, based on the name it refer to use of language in the world beyond the classroom and pedagogical tasks are those that occur in the classroom.

B. Relevant Research

The related studies which the writer used were The Impact of English as an International Language on English Language Teaching in Indonesia by Devy Angga Gunantar (2016). This study by Devy Angga Gunantar was a qualitative study. It aims to analyze the impact of English as an International Language on English Language Teaching in Indonesia. In analyzing the impact of English as an International Language, the writer analyzed how cultural issues are presented in English textbooks, and revealed the teachers' perspective about learning English in Indonesia.

Gunantar (2016) in his study to teachers of English in secondary schools emphasized that the teachers in his study show preference in explaining cultural material that is more local culture than western culture. Why? Because, they are familiar with that, they have relevant knowledge about that materials and these all help them to explain the students in more confident ways. For these teachers, ELT is more on how to teach the language to students first, and it becomes important to teach relevant context to the students to reduce confusion and tension on students since they might not understand the cultural materials which are too western. This

study underlined that inserting local culture in ELT is possible to do by the teachers as a strategy to keep the student's knowledge about local culture and values well maintained. From what Gunantar (2016) stated in his study, it convinces that maintaining the students' understanding towards their own culture through language is important.

C. Research Framework

The purpose of this research is to develop appropriate an English Module by Inserting Local Culture Values Based on Contextual Approach for Senior High School Students Grade X. Contextual Teaching and Learning required the teacher to relate the subject matter content of local culture values to real world context situations and motivate the students to make connection between knowledge and its application in their lives. The context is the important thing that should be taken into account in developing the materials. The material could not only guide the learners to use the context of their own circumstance but also enhanced them to explore the meaning of the context itself. The writer used material development process of designing materials. The materials were designed based on the 2013 curriculum combined with the needs analysis result. By applying all of those concepts needed, it is expected that the design materials could meet the objectives and appropriate to the learners' needs. The conceptual framework is drawn in Figure 2.2

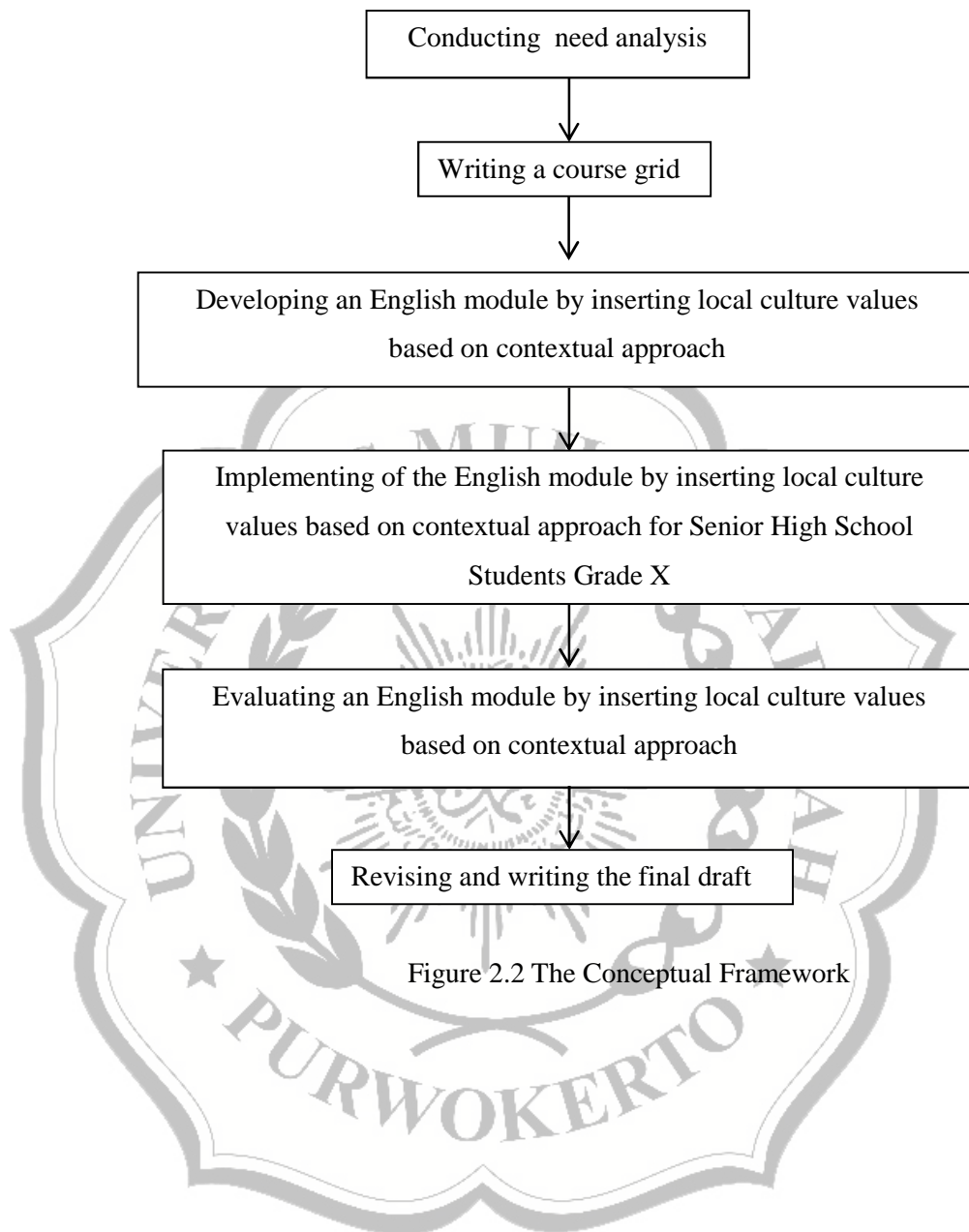


Figure 2.2 The Conceptual Framework