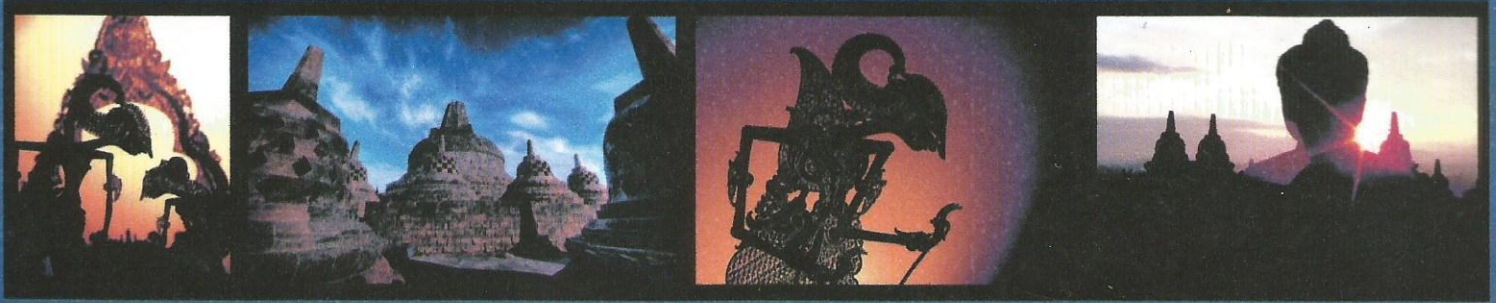




STUDY PROGRAM OF EDUCATIONAL POLICY,
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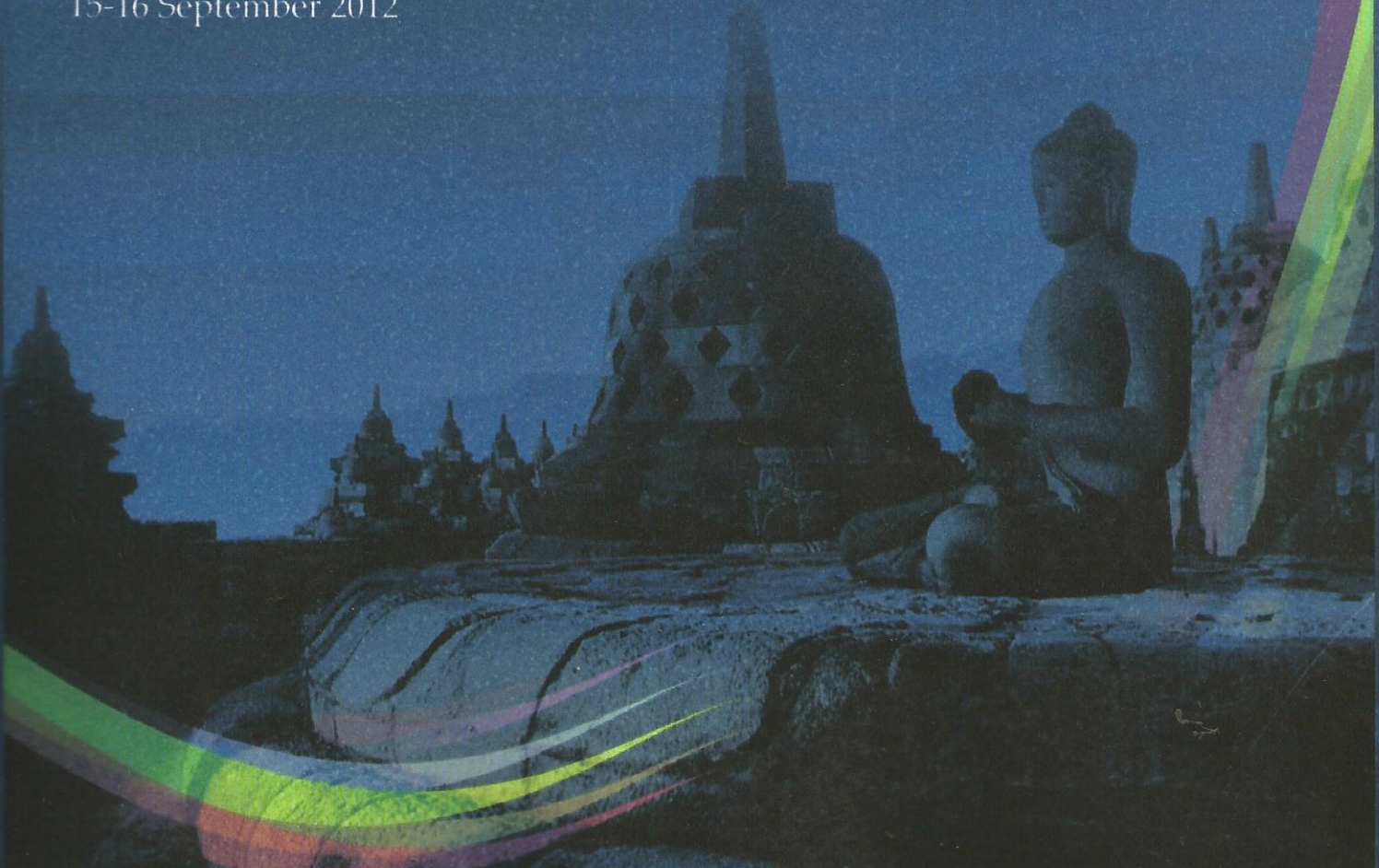
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PROCEEDING

1st International Conference on Current Issues in Education (ICCIE 2012)

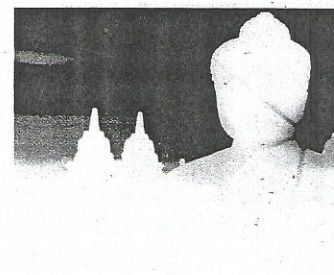
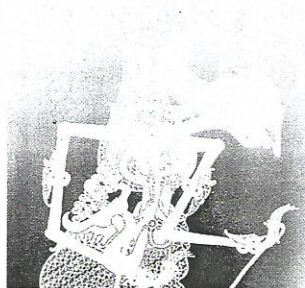
Yogyakarta State University, INDONESIA
15-16 September 2012



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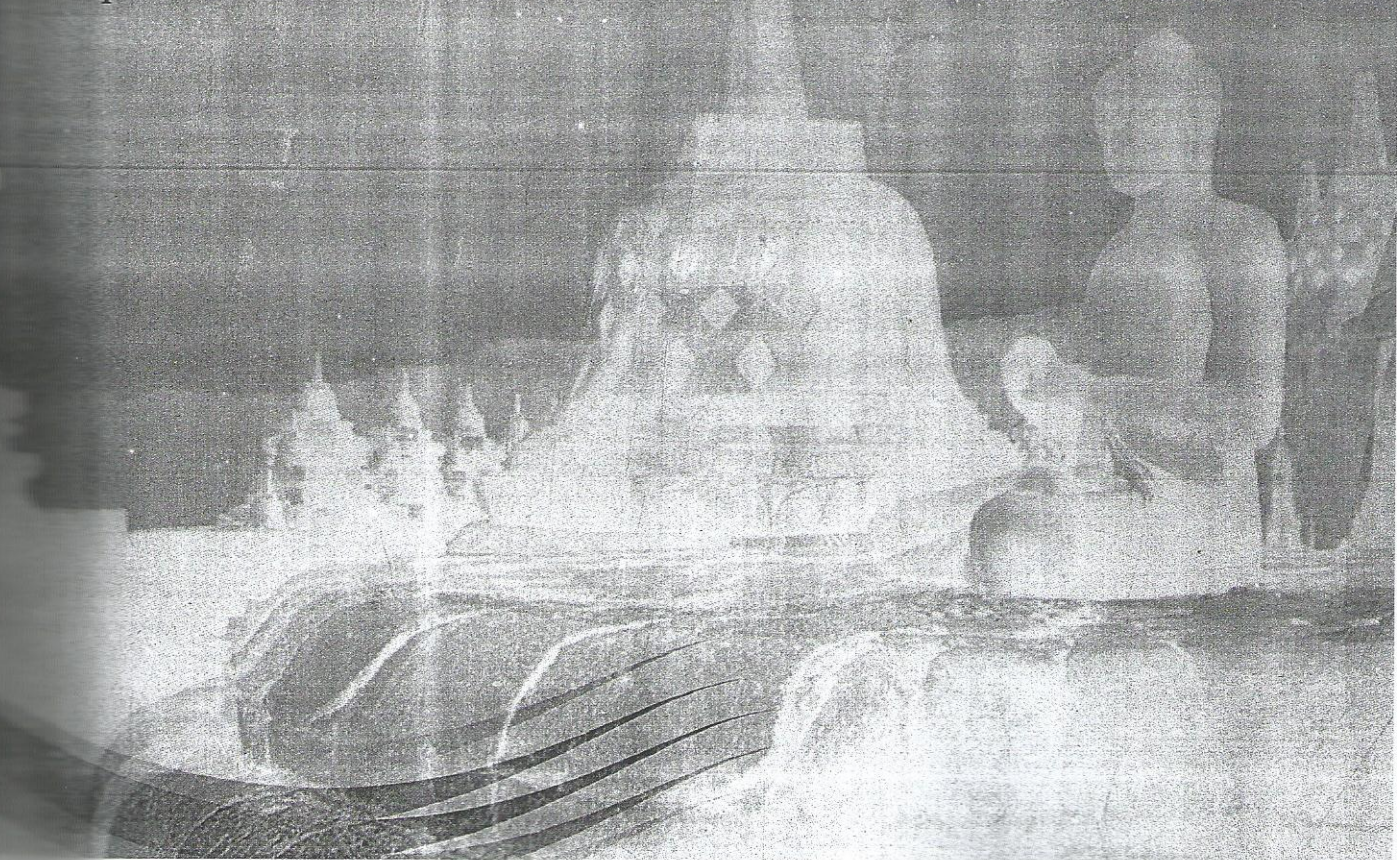


PROCEEDING

International Conference on Current Issues in Education (ICCEE 2012)

Yogyakarta State University, INDONESIA

15-16 September 2012



Foreword of The Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *International Conference on Current Issues in Education*. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and proudful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The paper in this proceeding presents many topics, perspectives, and methodology that stimulate debates and dialogue, so that it is resourceful for scholars and researchers who are interested in current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta,
Prof. Dr. Rochmat Wahab, M.Pd., M.A
Rector of Yogyakarta State University

Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the 1st International Conference on Current Issues in Education (ICCIE) 2012 held at Yogyakarta State University, Indonesia on 15-16 September 2012. The conference is held by the Study Program of Educational Policy, Faculty of Education & Doctoral Program of Educational Sciences, Graduate School, Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in the modern era, there are fast and paradoxical changes in human life. These bring several consequences, including those in education. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Thus, bringing about three main subthemes, i.e. Comparative Education: Global and Local Issues, Religious and Moral Issues in Education, and Sociocultural Issues in Education, the conference attracts many participants who are willing to share their thoughts and experiences in education. Participants come from many countries, i.e. Indonesia, Malaysia, Philippines, Netherlands, Japan, Bangladesh, Singapore, Iran, India, Pakistan, Taiwan, Nigeria, and Afghanistan.

We would like to convey our highest appreciation to our main speaker, Prof. Dr. Rochmat Wahab, M.Pd., M.A. (Rector of Yogyakarta State University, Indonesia). We would also like to extend our gratitude to the plenary session speakers — Prof. Yutaka Otsuka, Ph.D. (Hiroshima University, Japan), Coloma Pastora, Ph.D. (Central Luzon State University, Philippines), Prof. Suyata, M.Sc., Ph.D. (Yogyakarta State University, Indonesia), Prof. Micha de Winter (Utrecht University, Netherlands), Prof. Madya. Dr. Haji Maimun Aqsa Lubis (The National University of Malaysia, Malaysia), Dr. Hamid Fahmy Zarkasyi, M.A. (Pondok Pesantren Gontor, Indonesia), Assoc. Prof. Dr. Abdul Razak Ahmad (The National University of Malaysia, Malaysia), Prof. Zamroni, Ph.D. (Yogyakarta State University, Indonesia), Prof. Md. Wahiduzzaman, Ph.D. (University of Dhaka, Bangladesh), Dr. Vincent P. Costa, Ed.D. (Education Development Specialist, USA) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

Hopefully this proceeding will give deeper insights about education.

Yogyakarta,
Prof. Dr. Sodik A. Kuntoro, M.Ed.
Director of Publication

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DEVELOPING *SOSIOCULTURAL-BASED ENGLISH MATERIAL* FOR ELEMENTARY SCHOOL STUDENTS IN YOGYAKARTA PROVINCE

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Abstract

The aim of this study is to develop sociocultural-based English language teaching design for elementary school students in Yogyakarta. The problem of the study relates to what is a sociocultural-based English language teaching design like that will meet the needs of the students, motivated by the needs for an appropriate English syllabus for students of the elementary school students. The study is conducted at elementary schools in Yogyakarta provinces and it uses ten steps of research as pointed out by Borg and Gall (1983, p. 775-776), that are simplified into four main stages: 1) exploration, 2) draft development, (3) field testing of the model and (4) finalization. The participants of the study are 25 English teachers of elementary schools in Yogyakarta. The sampling used is the purposive random sampling technique. The data for the study are collected from questionnaires, interviews, observations and field notes. The data are analyzed by implementing four components of *Interactive Analysis*: data reduction and categorization, data display, drawing conclusion, and verification. The findings show that the former design is not based on sociocultural context and it puts emphasis on general contents. This study proposes a design named sociocultural-based English language teaching.

Keywords: *Sociocultural, ELT, elementary school students*

1. Introduction

Regarding Indonesia as a member of ASEAN, member of free trade area in 2003 (AFTA), and member of APEC in 2010, and member of free trade 2020 (WTO), then, mastering foreign languages including English is a requirement. Without foreign language skills, Indonesian society will be difficult to compete with global community (Alwasilah 1997: 89). To anticipate the global effects, the National Education System Law No. 1989 and strengthened No. 20/2003 has enabled the English subject to be taught at primary level as local content.

In elementary school of Special Region of Yogyakarta (DIY), the provision of English subject as the local content has been started since 1995 with the primary purpose to provide language skills (talk) using simple sentences. Furthermore, the students of elementary school in the province are expected to accommodate socio-cultural issues which become concerned around them (Department of Education 1994: 3-4). To support these activities, many efforts have been undertaken by the Department of Education of DIY such as making local curriculum of English and implementing various teachers training. In the conceptual level, the local content curriculum has been disseminated by the government before its implementation in 1994, in fact, based on the assessment and monitoring by the Centre for Curriculum Development and Support of Education, Research and Development Agency for Education and Culture (1998), it found the implementers' understanding including the local curriculum

teachers are not perfect. Therefore, it needs to solve these problems.

Results of research conducted by the Directorate of Primary Education showed that English was introduced in primary schools in all provinces. In DIY, learning English as a local content has even been implemented in all five districts / cities. This indicator shows the communities' desire to make English be taught in elementary school. The study results of the Directorate of Primary Education also showed many obstacles in learning. The Constraints includes problems related to (1) availability of English teachers, (2) curriculum / guidelines for learning, (3) textbook / instructional material, (4) availability of book learning (as appropriate), and (5) learning methods as described in the following table.

Along with the new curriculum known as Education Unit Level Curriculum (KTSP) today, the teacher has ample room to develop curricula and teaching materials with respect to the condition of schools, students, and environment, including socio-cultural conditions of local communities that attached to language learning. In addition to the curriculum, teachers are also face difficulties in finding appropriate teaching materials. Many books on the market both published domestically or abroad, are uncertainly have good quality assurance. Despite having good quality, the book sometimes not necessarily needed in accordance with students' socio-cultural environment. At random, the following presented a brief analysis of three books that are widely used as textbooks in primary schools in the DIY province. The analysis

is based on: a) curriculum linkage b) learning strategies, and c) sociocultural environment.

The initial studies show that mostly the published teaching materials are not made based on the applicable curriculum. The statement is particularly relevant when considering for the current curriculum used is the SBC. In connection with the enforcement of the new curriculum (SBC) in which the teacher is expected to develop their own teaching materials, which matched with to the school and socio-cultural environment, such condition does not correspond to the subject lessons to give a significant effect in the learning design. Based on the circumstances and needs, the English curriculum in primary schools requires more fundamental changes to be functional. One change is through the teaching materials given with learning approach in order to make the children to improve English language skills. The development of English teaching Model will contribute to improve the quality of learning English in elementary school. Specifically, the teaching material development with local content model a double advantage such as (1) improving teachers' skills in managing learning process and self-learning according to students' needs and environment, and (2) increasing student competence in communicative language use both receptive (listening and reading) or productive (speaking and writing) in accordance with the paradigm of learning languages for kids (English for children). In the perspective of English learning for children, it found that the language situation and environment (linguistics environment) become the lesson background (Retmono 1992). Therefore, given the learning method is specific (English for Children). Then, learning English can be realized by promoting socio-cultural conditions in which the learning occurs. Drs. Mudjito AK, MSi, kindergarten and elementary Development Director, stated the need to make fun learning strategies for young student as Introduction to English since elementary school. If implemented, it could potentially form a bilingual children or multilingual simultaneously. In connection with these conditions, the development of local content model of teaching materials in English primary schools should be pursued in the context of socio-cultural environment with reference to the paradigm of student learning and communicative language learning for children (English for children). It is expected that student competence in English are relevant to the needs-oriented communicative and life skills toward students' psychological development.

The problem Formulation in this research is: How to design models of English teaching materials with socio-cultural local content for SD in Yogyakarta? While the purpose of this study was: to develop a model design of English teaching

materials in primary schools which has sociocultural perspective in Yogyakarta Special Region. This study based on a review of the design theory of English teaching materials for primary schools and socio-cultural study, which include: 1) study of language study sociocultural perspective, 2) study the theory of teaching materials with local content English SD, 3) the nature of learning English at children, 4) communicative competence as the goal of learning English in Indonesia, 5) understanding and types of teaching materials in terms of English language learning curriculum in primary schools, 6) the position of teaching materials in English language learning, 7) the procedures and principles development of teaching materials, 8) local curriculum in primary school English Yogyakarta special region and socio-cultural approach, 9) in charge of sociocultural learning English. Several previous studies on the influence of sociocultural research in language learning are Kim, James P. (2002), Michel Englebert (2004), Mingsheng Li (2004), Will Baker (2003), Derrick, Nauit (2006), Zhang, Yanpu (2004), Lengkanawati, Nenden Sri (2004), Lingley, Darren (2006), Ya-Ling-Chen (2006), Sawit, Erlenawati, (2004), Lea, Virginia (2004), Astini et al (2002), Sumardi (2000). From the previous studies, it is known the importance of sociocultural factors in learning a foreign language since these factors will affect the outcome of learning a foreign language (English). Therefore, the research on developing a model of English teaching materials through sociocultural perspective is very important. The relevance of this study with previous other is about the development of learning materials that to determine the need for goal achievement and how far the sociocultural factors play a role in their daily lives.

In accordance with the problem and research objectives, the study was designed in the form of research & development (Research and Development or R & D that aimed to produce the model, either hardware (or hardware) or software (software). In this study, the result would be a model "of English teaching materials with local content in SD through sociocultural-based model". Development of teaching materials aimed to enhance the English learning in primary schools based on socio-cultural perspective.

This research is pursued through 10 steps following Borg and Gall (1983:775-776), namely (1) research and collecting information, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing (5) main product revision, (6) main field testing, (7) operational product revision, (8) conduct pilot tests or tests of learning models operational field testing, (9) final product revision, (10) Domination and implementation). The research designs Is then simplified into three stages, namely (1) exploration,

- (2) prototype development, (3) model testing, and (4) model validation stage.

2. Findings and Discussion

The study was based on the needs of teachers in teaching English as a subject of local content in the DIY as well as disadvantages and advantages analysis of sociocultural perspective toward the textbooks. Strengths and weaknesses found in the books is used as input to the development of teaching materials models. In addition based on the teachers, the model design was developed based on review of relevant theory therefore, the model will be more comprehensive and efficient while learning English at primary level. The design of teaching materials is structured in four phases, namely: (1) exploration, (2) prototype development, (3) testing phase, and (4) validation stage.

2.1 Analysis of former design

Important issue that often teachers face in learning activities is to select or specify the learning materials or proper materials in order to help students to achieve competency. This fact due to help students to achieve competency. Since the curriculum or syllabus, teaching materials only written in outline of "subject matter". The teachers' task is to describe the subject matter is a complete teaching materials (See the Education Ministry Director General Dikdasmen 2006 Guidelines for Selecting and Preparing the Instructional Materials). In addition, how to use teaching materials is also a problem. The use in question is how to teach and learn the subject.

With regard to the selection of teaching materials, in general the issue shall include the method of determining the type of material, depth, scope, order of presentation, treatment toward learning materials, etc... Another problem regarding the teaching materials is to select the source of teaching materials that can be acquired / developed. There is a tendency to focus on the source material the textbook alone. Though many sources of teaching materials other than books that can be used as the utilization of newspapers, magazines, and even the existing interactive VCD. In addition, the problems encountered that related with the development of teachers teaching materials in KTSP is the teacher provides the materials / teaching materials that are too broad or too little, too deep or too shallow, the order of presentation is not appropriate, and the types of teaching materials that does not comply with the competencies achieved by the students. Consequently, the results deviated from a predetermined curriculum. Impact of learning to the next level (next class) students has difficulty in following lessons. Students can also feel discouraged in packed follow learning by their teachers.

This is in accordance with English language learning for children who put on plays for learning techniques. On the other hand it need to realize the development of curriculum based on mastery of the competency standards, centered on the needs of students, and in favor of the needs of the implications for the development of methods of teaching materials that are used as a learning resource and student activity guides, both in class and at home. It is due to characteristics of such a curriculum development that give provision of teaching materials are representative. The importance of teaching materials are realized in the form of books (modules) that play a major role in language learning in the classroom at all levels of education, either public and private, primary / secondary and higher education in worldwide.

Through deployment of questionnaires and interviews, it obtained information that developed by teachers in partial. The most effective language learning, for now, is learning to integrative approach. In this regard the development of teaching materials developed by teachers inform of direct dialogue with simple language, text, frequently asked questions, frequently read and imitate, reading and tenses, the practice of direct conversation, introductions of self and family, everyday conversation is a simple, free conversation, singing, presentations, demonstrations, quoting a teacher, read a sentence, listening to voice tapes are in accordance with existing capabilities, create and have a conversation with a theme that is taught, giving students the task to carry on a conversation from simple to more complex conversations, introduction, greeting and parting, hobbies, telling time, parting greeting, games, family, profession, orders and requests, memorizing new vocabularies, guessing, the picture, daily activities, conversation, vocabulary learning, storytelling, children practice conversations and frequently asked questions among friends. specifically on the material for the speaking makes the new teachers develop teaching materials in terms of material for questions and answers, dialogue and conversation with a simple language, visual and audio conversations discussed as examples of good English, as well as drilling pronunciation of the English vocabulary and singing. Materials for the competence of teachers reading teacher reading the story students are imitating, finding words, sentence retelling, children's stories reading, legends, humorous stories favored child, a simple text readings, picture, and so forth. Materials developed teacher competency development is the practice of writing to write the names of things around, limbs, and family, write a simple sentence, write a paragraph, write a story he had read or heard with their own language, making personal experience, essay, and so forth. Meanwhile, the teaching materials that are intact in

book form are realized with the use of teaching materials that have been placed on the market. It is done by purchasing their own, either with funds from the school, teachers' personal funds, or charge to the students in providing books taught by teachers who have been determined previously. Sometimes too many teachers 'forced' the students to have teaching materials.

The books used by teachers include: books published by publishers Yudhishtira: Start and Go With English, with English Start and Grow with English from Erlangga Mukarto, Start With English (Drs.Himawan) PT. Erlangga, Mulok English Department at the District Education, English Vocabulary and Sentences for Elementary School Kuwait, Payload local English school district, Kartika LKS, LKS Focus Sindhunata, LKS Pine, PT. Surakarta, LKS English worksheet publisher Erlangga. Learning by Doing (Grafindo), English Pakem, Creative English speaking Dra. Ryrin Purwanti, MBA "Friends" Class 1, Longman Malaysia and National Outcome Affairs in IV-VI, tapes and media practice in the neighborhood. Get Ready For Beginners By Tim Bina Karya, Publisher: Erlangga. 1750 Dictionary Intan Pariwara, Fokus, Sindhunata, English to School, Tim English, And Central Library. English for Elementary School, Tim Department of Education. English lesson, various Sciences. English for Elementary School: Intan Pariwara. English, Umiyeti, Intan Pariwara. These books would require a complementary book / escort due. For that, through the development of teaching materials that sociocultural perspective of learning the English language will be easily absorbed. The importance of another handbook as a source of comparison with the main textbook. Has not been followed by the attitude of teachers to have a handbook (other than textbooks or textbooks and worksheets). Although the development of teaching materials have been made, but the teacher does not produce itself, they only make use of existing products. As teachers provide teaching media VCD, cassettes, props, English dictionary, comics, knowledment, translator, cards, vocabulary, dictionary pictorial texts, children dictionaries, story book, grammar for kids, and reading books related to the text.

In connection with various problems encountered, the model teaching materials should be made to provide inspiration for English language learning practitioners in designing teaching materials. The model also includes the guidelines in the use of teaching materials to help teachers to design teaching materials and to use it appropriately. Besides well-designed model of the concept and principle of choosing teaching materials, the determination of the scope, sequence, criteria and measures is to use of teaching materials. In designing teaching materials in

English language it also depends heavily on the use of several approaches. The approaches used in preparing teaching materials are curricular approach, language approaches, and approaches to learning. First, preparation of teaching materials in curricula must keep close track refers to the curriculum. Curriculum background, curriculum orientations, curricular goals, and the four language skills: listening, speaking, reading, and writing as well as the cultural elements that are mandated in the curriculum should be reflected in teaching materials, not to confuse the teachers in their use. Second, the approach in the preparation of teaching materials reference to the theories that underlie language and underlying PBM English in the classroom, Especially with regard to communication with the oral and written language, which contains the four elements of language skills: listening, speaking, reading, and writing, including grammar, culture, and literature?

Third, the learning approach in the textbook refers to the theories of psychology and children psychological development which is closely related to language learning and support the learning success. In this approach, it aimed to touch several issues: a) the position of languages in the brain structure of human being; b) psychological principles relating to motivation, cognition, intelligence and emotion; c) language acquisition, and d) learning theories in order improve the achievement of language learning outcomes. This is due to severity and complexity of language learning in the human brain and nervous system.

2.2 Description of the needs

Talks about the learning needs of local content in English primary schools it is not separated from the development of policies undertaken by schools in implementing the process of learning English in school. Regarding this policy, the school responded to the treatment of learning English as Mulok highly variable.

Years of commencement of the school's policy on English lessons are also found to vary. The English lessons are taught in elementary school began in 2003, but there are some schools that have been teaching English since 1993, and the others teach English starting in 2005. School policy regarding the number of hours of English tuition also varies. In addition, policies regarding English teachers 75.5%, English language courses given 21.5% of subjects in English given by the classroom teacher. In general, English language courses given by teachers who teach subject area of English. Subjects of English are more widely shared by the teachers' subject areas, including areas of study in English rather than the classroom teacher. Therefore, it is understandable if teachers have difficulty in developing the material, especially those related to sociocultural

circumstances surrounding it. Many of the answers to a questionnaire suggested the inclusion of socio-cultural issues, from the names of the characters, objects, games, cultural events and folk tales.

2.3 Description of the teachers

Implementation of the curriculum in English language learning practices using local curriculum of the Department of Education Province of Yogyakarta, the curriculum according to CBC 2004. But there is also flexibility to make adjustments to the theme being taught, then there is a claim-oriented curriculum, but using other methods and techniques have not been in accordance with students' abilities and sociocultural conditions. Learning is generally done in the classical style, but some are applied one by one to practice and teach according to the book source. There are teachers who are implementing the initiative of learning English and not based on any curriculum. This happens because the teacher concerned on the curriculum understanding.

Most of the expressed perplexity in choosing curricula among several options according to the existing curriculum. Moreover, the notion that English is the local content that there should be no standardization, also influence the implementation of the curriculum in English language teaching practices. However, such efforts to implement the local curriculum is still being done, even while such adjustments are deemed appropriate to the circumstances of students in each school.

2.4 Model design

Development of a model of English teaching materials through sociocultural perspective is developed into 1) the reference development (rationale), 2) content, 3) the organization of matter, 4) development of materials, 5) presentation, and 6) evaluation.

2.4.1 Theoretical review

Development of teaching materials with local content in English in primary schools should use the full reference, namely (1) the applicable curriculum, (2) the relevant theories, such as educational theory, teaching, child development, psychology of learning, teaching and literary theory, (3) the language needs of the child / student, (4) books or references that support learning, and (5) knowledge and experience of teachers in designing learning English.

For the relevant theories, the approach used is functional. Along with the functional approach used in the language learning curriculum, this approach viewed language as a social phenomenon by demonstrating the use of language based on social context. The particular social context or the linguistic choices can explain the real-world experience in which language is used. Differences

in social context take the form of language. Functional approach based on Systemic Functional Linguistic (SFL) showed that the language is described and explained the context. There is no formation of a language without context. One thing that becomes important consideration is the role of English language learning approach based on the significance of language in use. Meaningfulness of the learning objectives based on a functional approach. In line with this functional approach to linguistic knowledge of the concepts underlying the birth of an approach to learning any language is very important. An approach would suffer the 'suspended animation' and helpless to teach learners to have the language skills in an applied approach that is not supported by theoretical concepts.

Language learning based on competencies is related with communication achievement according to the functions without limiting the acquisition of language structure and vocabulary. Functional approach is the communicative approach to support and realize the value into a linguistic element in the context of language functions. Competencies gained from this approach is realized into the use of language (language use) in accordance with the communicative competence (communicative competence).

2.4.2 Content

Development of teaching materials in primary schools should use a clear design with respect to (1) competency standards for low-grade and (2) high-class competency standards, given local content has been provided in the English language class in some primary schools in DIY province.

a. Low-Class (Class I, II, III)

Competency standards for Class I, II, and III primary school students are capable of (1) recognize the letters (alphabet), (2) recognize the number (number), (3) recognize the word concrete, such as nouns (noun), and said point (adverb), e.g. above, below, beside, this, that, here and there), and (4) pronounce (spelling) letters, numbers, nouns, and said point. Noun or vocabulary (vocabulary) related to the color, the surrounding objects, fruits, vegetables, food, drinks, the names of body parts, family members. In addition, students can read English properly; can match pictures with words that are available.

b. High Class (Class IV, V, VI)

Competency standards for class IV, V, and VI of primary school are to improve four aspects of students' English language skills (English skills), namely listening, speaking, reading and writing; able to identify and express phrase and simple sentences in English in everyday life day, able to read simple sentences and then be able to write simple ideas that fit with their daily lives.

2.4.3 Material organization

Organization of the material presented in the development of English teaching materials model on the Mulok has been proposed by Hammond; Building the Knowledge of the Field, Modeling of the Text, Joint Construction and Independent Construction. However, the input of practitioners (teachers) that obtained through questionnaires, organization of material also includes four competencies, namely competence, listening, speaking competence, reading competence, and writing competence.

2.4.4 Material development

English language teaching materials Mulok a sociocultural perspective that is developed must observe the following: a) naming the person or character in the textbook should use the name commonly used in current students' socio-cultural environment, b) linking daily activities in family environment, school, and community, such as the introduction of objects that are around family, school, and community that reflects the socio-cultural students, c) incorporate local socio-cultural elements (customs, habits), a local story in English, introducing custom clothing, custom homes, tourism, ethnic diversity, said the wedding ceremony, people have the urination procedure with the English language, the names of objects that exist around, dance, Traditional games told the customs of each region, making the reading frame and fill the cultural events of the area in which they originated. Visualization of cultural activities provides media comment in English. Thus there is a closeness and emotional experience that the students of the materials submitted in English language learning in primary schools.

2.4.5 Materials layout

Although the organization in this book is based on several skills, namely: listening (listening), speaking (speaking), reading (read) and writing (writing), but the presentation is integrative, but two skills can be combined, e.g. listening and speaking, then reading and writing. Given the teaching materials will be a model for the preparation of other materials, then combined with the results of this study: 1) Content Standard National Education Standards Agency (BSNP) 2006, which refers to the basic framework and structure of curricula SD / MI that requires a component of the charge for the local English language classes IV, V and VI are located within 2 hours of learning, 2) Competency Standards and Competencies Basic Curriculum, 2006. It includes the performative, functional, informational and epistemic (Wells, 1987). Furthermore this competency-based standard with the aim of developing local content in the form of oral communication competence is limited to accompany the action in the school context that

includes aspects of listening, speaking, reading and writing. Basic competence should teach language function of daily life in the family, school and community; 3) Guidelines for Development of National Education Books Department of Books Center, which includes several stages, namely: a) planning system approach, b) conduct a needs analysis, c) describes the target groups, d) writing competence can be measured, e) identify the types of learning, media selection and method of learning, f) making the layout and g) script writing. 4) Quality Standard English Textbook Department of Education's National Center for prioritizing books accuracy in material aspects, the presentation aspects of the language of legibility; 5) Approach Teaching The Teaching-Learning Cycle Approach. A very communicative and natural, that is a cycle of teaching and learning that is suitable for the development of speech and literacy competence. This cycle can be shaped cycle of oral (spoken cycle) and write cycles (cycle written). Each learning cycle includes four stages: a). Building knowledge of field, b) Modeling of text, c) Joint Construction of Text and d) Independent Construction of Text (Hammond); 6) The provisions of mechanics of writing by publishing standards, with the aim to attract the attention of students, tailored to the level / class / age students, easy to read, digest understood his point.

2.4.6 Material framework

As explained earlier that presentation of this teaching materials model is based on several things, while the framework of their unit, can be described as follows: 1 unit contains 16 learning Activities, each follows the learning strategy: 1) Building Knowledge of field (containing four (4) activities, respectively: listening and speaking includes monologues and dialogue. Listening to words (vocabulary) (monologue). Listening to texts simple (monologue); 2) Modeling of Text (containing four (4) the activity or activities, listening and reading activities are very dominant in this section); 3) Joint Construction of Texts (consisting of four activities or activities with an emphasis on speaking and writing); 4) Independent Construction of Text (contains four activities or activities that the emphasis is on speaking and writing; 5) socio-cultural note, the song for the reinforcement and folklore (the material associated with the sociocultural content as an example in narrative text associated with folklore in environment of students).

2.4.7 Evaluation

Evaluation is one important element that should be owned in any provision of treatment of learning. The goal is that every teacher can do a complete evaluation study to determine the depth of understanding of basic language has been learned

with the class. Here are some of the alternatives provided in the development of teaching materials based sociocultural Mulok English: 1) evaluation Listening Mode (method of evaluation that many respondents selected for the demonstration of learning is listening and questions); 2) Reading the evaluation mode (method of evaluation that has been chosen respondents learning outcomes for reading is to answer questions, presentations, and demonstrations); 3) Speaking evaluation model (method of evaluation that has been chosen speaking respondents to the learning outcomes is a presentation and demonstration), 4) writing evaluation model (method of evaluation that has been chosen respondents to the teaching writing is a chore (take a home test) in the form of copy, create, and make writing simple sentences. 5. Field try-out of the models

The design model that designed at this stage of previous studies is then tested in the process of learning English as a subject Mulok. The trial was conducted with 2 (two) way, the Experts Judgment and Action Research. Based on test result 1 through action research obtained average value increases from cycle 1 to cycle 2. At the elementary school (1) class IV increases the average value of 73.43 to 88.10. For class V, the increase in the average value obtained from the use of elementary school students who have developed teaching materials also increased from an average value of 76.40 to 87.83. Increase in the average value of the average value of the sixth grade elementary school students (1) on the learning of English using a model developed teaching materials that have been obtained by the average value of 71.63 to 82.83. Thus, the average value obtained by elementary school students (1) it can be said that the teaching materials developed can be used as teaching materials appropriate to the functional approach emphasizes the communicative and sociocultural perspective. Similar conditions are also experienced by students from Class IV to VI in SD Swasta (2). The average value Increase from 79.51 to 90.09. Meanwhile, the average value obtained for class V 73.22 to 78.97 and class VI acquired 78.97 to 94.03. The assessment results performed when using the model of teaching materials developed by sociocultural showed an increase in its mean value.

The results of other trials are implemented in classes IV to VI in SD Swasta (3) shows the same conditions, namely an increase in the average value. In the class IV the average value increased from cycle I of 78.95. In the second cycle an average value can be changed up to 94.05. A similar improvement as experienced by fifth grade elementary students from private elementary school (3) i.e., the average grade has increased from an average value of 73.28 to 87.88. Meanwhile, the increase in average value of class VI also increased from 79.60 to 90.33. The increase of this cycle

indicates that the development has been designed to be effective. In addition, the development of guidelines generated in this study can be used as a reference in developing teaching materials by teachers who have an interest in the process of learning English as a subject Mulok.

While validation through Experts judgments improve the development of models of teaching materials as follows: 1) There are some images that 'taboo', in which the child held up his left hand when going to express an opinion / idea to his teacher. It is not in accordance with the culture of Indonesia. For that, such picture are replaced, 2) based on the criteria issued by the Assessment Book BNSP stated that the outcome of each unit have highlighted; 3) the part of the state commands or sentences should be used for a single command, 4) stage of BKOF, MOT, JCOT and so does not need to be written (stated), and for listening, speaking, reading, and writing should be clearly stated; 5) although the material intended for learning English in DIY, but it is possible to take a story or any other material from outside Java, for example, New Guinea, Sulawesi, Bukit Tinggi, etc., 6) some of the pictures are taken from Clip-Art but and adapted to current conditions by providing illustrations obtained from the internet or from a private collection; 7) games (games), puzzles (puzzles), and maps (maps) is the perfect exercise for children. In relation to this kind of teaching materials games (games), puzzles (puzzles), and maps (maps) are very well used in teaching materials; 8) writing the word madam rarely used, is more often used the word "ma'am". Writing character names like "Timun Mas", should be consistent, be capitalized and printed sideways, etc.

2.5 Discussion of interview and questionnaire

Among stage I and stage II who have shown an increase in the average value of the use of teaching materials get a positive response from teachers who enforce these teaching materials. Nevertheless, from teachers that become the respondents gave suggestions to improve the model of teaching materials. The advice is given concerning the application of the curriculum. They want the curriculum should be delivered to the experience of nouns and simple verbs that are commonly used and seen, which then developed into a more complex. Example of the recognition of words in everyday experience continues on constituent simple sentences which are then further developed the ability to speak English.

Suggestion that was brought also a matter of competency standards for Class Low. Respondents stated that the standards for students Class I, II, and II are able to recognize letters, can use the vocabulary, it can indicate the location of objects (up, down, sideways, in), can say a few names of objects in the vicinity, numbers, colors, vegetable-

vegetables, fruits, food, drinks, the names of body parts, family members, and so on, which is expected to increase vocabulary. Students can read the English language correctly; can match pictures with words that are available. Competency standards for Class IV, V, and VI were developed by the four language skills. This is because the students can understand the four aspects of the English skills: listening, speaking, reading, and writing. Students are expected to use English in their daily activities. Then Can identify and reveal the state of the environment. They can read sentences long. They can write and translate English sentences that are read. Understanding grammar and conversation. They can master the vocabulary, as evidenced by questions and answers using English language support. They can answer the question posed. Being able to put the figure to 100. Familiar objects around him. Being able to say hello and said hello. Being able to recognize words and simple sentences in English. Know and understand the vocabulary and structure, and teachers understand the material presented.

Syllabus, according to respondents, used as a reference to the learning process, especially in preparing the lesson plan, which aims to monitor progress and control the learning process, so that learning objectives can be met effectively. Utilization of the syllabus in teaching and learning is done by taking into the best conditions and situations of students in each school. Listening to learning, respondents stated that the method of learning is good for listening is a method of drilling. Learning objectives according to the method of drilling is to train students' listening ability. One technique is to listen to a conversation in English with the theme of daily activities. Students are given examples and simulations utilizing instructional media conversation with a VCD, and cassette play- dialogue in English. Then, students were asked to imitate and practice to the next grade. In addition to the conversation in English, can also be done playing the songs in English, and words in the English language spoken by the teacher. On learning by speaking respondents are asked questions, interviews, demonstrations, simulations, sociodramatic, discussion, role playing, mimicking the words of teachers, the practice of dialogue in English, speaking, the method of drilling, memorization and pronunciation, communication approach to memorize the objects around the classroom, using English as the language of everyday, listening to the tape and conversation, reading and retelling stories in their own words, through habituation in English, thank vocal exercises, students are invited to see and observe objects in the environment that school teacher to give his name and imitated by the students and repeatable, singing in English poetry, utilizing audio visual media. According to the

respondents that the best way for learning reading is a method of drill and practice every day (at least there are lessons in English), practice in English, reading methods, exercises, questions and answer, discussion methods, methods of communication approach, reading the story and retelling on own words, through habituation, and daily conversation.

A good method is a method of assignment according to the respondents, by utilizing the media picture books. Teachers can use the media image that is created as a series of interesting stories, which can increase students' interest to read. By displaying the pictures and then interpreted with the English language is spoken or read, and given a special note for example; a / ei /, b / bi :/, c / si :/, d / in :/, i / ai /, book / drunk / and so on. Students are asked to write down the names of the corresponding object image in the book and if possible, students are asked to give an explanation in the book and if possible, students are asked to provide an explanation of the picture. In addition to writing in their books, students are also asked to write on the blackboard for the courage to train and motivate students to other students. Students also need to visit library to read English books, which was then rewritten according to the understanding and the ability of each student, either in the form of a short essay or in a few short sentences. Then provided also other practices such as preparing kalmia simple exercises, writing letters, making lap Oran or free essay with a variety of themes, arrange a schedule of daily activities, write down the names of things that are around, writing the words or phrases said the teacher. Teachers can also use English worksheets as practice materials for students. Teachers also should routinely provide practice questions with multiple choice and essay questions, provides a simple reading material that is easy to understand the students, give examples of sentences or short readings. Of way is expected to train students to find the main sentence, vocabulary is important about the place, date, name, name objects, and so forth. Teacher should also discuss the difficult words that exist in the literature previously introduced in the lesson listening, speaking, and reading. Giving up games such as race, solve puzzles and some other interesting games, also need to be considered by the teacher. Good learning media to enhance the competence of the respondents are listening by audio-visual media such as tape, radio cassette recorder, VCD, DVD, VCD interactive and LCD projector.

Media for speaking Are audio visual, dialog text as well, the game, quoting text, text dialog, simulation by saying things about, practicing dialogue to the front of the class, the media conversation, storytelling, image media, children and the media environment, a puzzle or card, games and quizzes, conversation activity, and daily conversation. Good medium for improving

reading competency by respondents are reading pictorial text, simple text, text book, text reading children's stories are interesting, children's magazines, story books, media English language books, textbooks and the media supporting books. Another, media articles, interactive computer CD, picture story series corresponding to the child's world, reading or vocabulary. In addition to audio visual, as mentioned above for increased media competence in English writing is LKS as training material for students, bulletin board, writing competitions, dictionaries, picture books, textbooks, guide books in English, and textbooks. Evaluation model that has been chosen respondents listening to listening is the demonstration of learning outcomes, quizzes, and written test. Reading evaluation model that has been chosen for the study respondents were reading quizzes, presentations, and demonstrations. Evaluation model that has been chosen speaking respondents to the learning outcomes are speaking presentations and demonstrations. Writing an evaluation model that has been chosen respondents for writing learning outcomes is homework (take home test), a written test, student paper, and report preparation.

Another thing is the findings of the respondent should be given additional courses outside of class hours. It is intended that the implementation does not interfere with ongoing teaching and the core of the additional lessons can be implemented according to its original purpose. Based on interviews with several teachers and students, found that the implementation of local content learning English in primary schools supported by the lack of preparedness of students both in learning English. Factor curriculum, teaching materials, teaching and learning, teacher competence and student interest is still an obstacle for the development of students' language attitudes. Position of English as the local curriculum seems less understood conceptually in the field. Implementation appears in the assumption that less positive among schools and teachers to put English lessons as important as learning the lessons of non-local content. Though the position of the charge implies the existence of the relevant sociocultural the context of student learning.

Teaching materials are also still an obstacle for less developed according to the needs of students in addition to lack of availability of teaching material in the field. The fact of the diversity of Javanese dialect less attention in the preparation of teaching materials. As a result, the learning process is also less developed to the maximum with the orientation on students' attitudes and communicative abilities. Lack of competence of teachers is the main constraint to the development of student attitudes. Because the level of education in elementary teachers is the dominant figure to build students' attitudes and behaviors. There is a tendency on the ground that English

teachers are still oriented to the knowledge of the language and less able to develop students' language skills. This competence is also related to the lack of variety of methods and media. Teachers use the lessons in the classroom. In addition, many English teachers in the tidal SD (set in English language education is also an obstacle in English learning in school. Conception of guide teaching materials with local content in English primary schools sociocultural perspective is a basic model that is constructed in depth with emphasis on English language skills of students functionally. In addition, this model also emphasizes on learning the local culture through the introduction of the cultures that exist around the students.

From the description it can be concluded that the English lessons in primary schools as local content which is expected to sociocultural perspective as an introduction to local culture that surround children with a more modern. In this case, recognition is reflected in modern English usage is the international language. Based on a given input of teachers who use these teaching materials can be seen in the appendix.

2.6 Discussion of material layout and display

The discussion includes the presentation of the material making up the reasons why using a specific font and Fig, in addition to follow the guidelines issued by the issuer, there are theoretical reasons that require or recommend that the language learning process can run smoothly and achieve the ultimate goal of learning.

2.6.1 Font

Type of font for chapter headings varied sizes (> 36) and contain artistic value and not pitched too serious for children interested in reading it. As suggested by Krahen and Terrel in chapter II, that the learning process should be made interesting, not too formal, (including learning tool that is used), shall have the meanings and proper function.

2.6.2 Pictures and Illustration

Pictures or illustrations, cartoons and more dominant form of larger spatial are adjusted to the number of words, sentences or text. Pictures and illustrations are communicative to support the explanation of the word, sentence, or text. It needs more pictures and illustrations in color to attract more students. Drawings and illustrations should be adapted to the level / grade / age students. The above example illustrates a cultural event that often occurs around the students. For example, a child is absent from class, not because of illness but because he was circumcised (on circumcision). It is very likely to occur in class 4.5 or 6 SD. In order to accommodate the names, habits, cultural events and even folklore, the demands of elementary school English curriculum Mulok DIY 2006 and SD / MI

2006 to include socio-cultural aspects will be fulfilled.

2.6.3 The number of words and sentences

Each sentence consists of 4-6 words. This meant that the sentence is easy to read, digest understood his point. Almost all of the sentences, especially for class IV using a simple (s) consisting of S + V + O may be added either at the beginning and also Adv end of sentences. This is consistent with what Krashen and Terrel (1983) that uses language activities conducted in several stages, for example to Answering questions, students should give verbal response, then use one word (Yes, No, Here, There, etc...), then use the phrase, e.g., (on the table, at school, not me, etc.), then use a simple single sentence (I am a student, I study English, etc..). While the compound sentence storied / complex (complex sentence) has not been introduced.

2.6.4 Sociocultural notes

This section, though few, are expected to provide feedback to teachers and students what they can and cannot do in English. It is very important, remember what they learn will be useful to communicate with people around him, not for yourself. (Vygotsky: 1978) Example: The teacher should not say Good noon (Good day) in English, but Good Afternoon, although in the Indonesian language there. Good afternoon should not be translated into (Good Evening) and Welcome Ma'am (Good Night). For reasons of teacher talk, as suggested by teachers for teaching, teachers should use the correct speech, with good pronunciation, so that students will get used, then replicate and eventually use it. Speech can be either a simple compliment, like, That's fine! Great! That's very good! Etc. (Brunner; 1990). Still in terms of mimicking, Jayne Moon (2004:3) suggests to create a learning environment as natural as possible, in which teachers asked children imitate, to motivate them to interact with others in interesting and varied activities.

2.6.5 Songs

Many books give the song as a complement to the material. The compilers of the book really does not understand the song lyrics he provided in accordance with the child's age and language, it's simple melody, range of tone or tones are not very wide range (from lowest to highest pitch tone) should be a lot of repetition and tempo of the song should not be too fast (Faridi: 1988). What's interesting about this passage is the inclusion of VCD recording of elementary school students, are provided for teachers who do not understand read notation, they can use a VCD player is easy to obtain. By watching a VCD recording, there will be another atmosphere in the classroom; the children

sing songs that are mimicked in TV. By imitating the action, they imitate the songs, sound, pronunciation, etc... They unconsciously make reinforcement of language learning. Even more surprising, they will unconsciously, repeating the song outside the classroom (Faridi: 1988). Can be added also that there is an element of learning another language in the song view, the emergence of substitution drills of a given poem. For example, Good morning good afternoon and then became a good evening.

2.6.6 Folktale

As described earlier, that one result of the needs analysis is the need to incorporate socio-cultural elements in English language teaching materials for primary schools in DIY. As a form of matter that is suggested is that folklore or folk tale in the area or fancy about the students.

3. Conclusion

Based on the results of a questionnaire on teachers use teaching materials, teaching materials are found not in accordance with the existing curriculum in the province. This was evidenced by the many teachers use English teaching materials that published abroad or in the country who has not carried on the purpose of learning English in primary schools, especially in DIY. As a subject of local content, learning English should be able to present local values to be introduced to students through English.

Lack of teaching materials that serve local values makes the importance of teaching material development. Therefore, in this study designed the development of models of English teaching materials Mulok a sociocultural perspective that can be used by teachers of English in primary schools. Developments of teaching materials were developed by considering: (1) reference development (rationale), (2) content, (3) organization of material, (4) development of materials, (5) presenting and (6) evaluation.

Development of teaching materials with local content in English in primary schools should use the full reference, namely: (1) the applicable curriculum, (2) of the relevant theories, (3) discussion needs children, (4) or the reference books that support learning, and (5) input based on the experiences of teachers in designing learning English. Content of the material was designed also with respect to (1) competency standards for low-grade and (2) high-class competency standards.

Based on material organization in English language learning strategies in the hope, namely: Building Knowledge of the Field, Modeling of Text, Text and Joint Construction of Independent Constructions of Text. Any organization of this material also includes four competencies, namely: competence, listening, speaking competence,

competence reading, and writing competence. Teaching materials for English language Mulok developed a sociocultural perspective should pay attention to daily activities within the family, school, and community, and incorporate local socio-cultural elements (custom habit). Although the organization of matter mentioned that this book is based on a skill or skills are: listening (listening), speaking (speaking), reading (read) and writing (writing), but the presentation is integrative, not separate each skill. Evaluation of learning English should be in accordance with students' skills are being learned.

Model development of teaching materials is expected to provide a frame of reference of English primary school teachers in developing teaching materials by utilizing the steps that have been presented in this study, namely (1) reference development (rationale), (2) content, (3) organization of material, (4) development of materials, (5) presenting and (6) evaluation. Furthermore, the findings about the competence and qualifications of teachers should be a concern both methodological competence and mastery of the material.

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