

# Cultural integration in English material (a study on students' vocabulary mastery and its effect on communication ability)

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## Abstract

The objective of this study is to maximize SMA students' mastery of English vocabulary which is to support and give the best effect on their ability in using English communication. To reach this objective is to treat the three English Department students of UNG in their English teaching practice based on cultural context of Gorontalo, in terms of improving the SMA students' speaking ability which supported by their rich vocabularies. The method used in this program is qualitative and the technique to gather the data is observation of the teaching practice. The data derived from the 12 SMA students' speaking ability to who were observed as they were the leaders of each of 12 groups from the 4 groups in each 3 classes handled by the three English Department students of UNG. The results show that applying cultural context material in teaching English can give positive effect in terms of improving SMA students' ability in their communication in English.

**Keywords:** cultural context, material, vocabulary, communication ability.

## INTRODUCTION

Education and teaching are considered principal activities in human life. Naturally, a human being as a social creature needs science of knowledge, skills, and attitude. Those needs are not separated from human life and those should be handled seriously by the educational experts' ways of approach, methods techniques. Historically, many experts have given their view of education and teaching, as Stern (1983) informed Reid's (1965) wider definition of educational theory as a large bag containing reflections and all talk about education, including

discussion about the curriculum and content of education, of good and bad teaching, teaching method, psychological, sociological, and philosophical questions that underlie education processes.

What is interesting about this concept of history language teaching, Stern (ibid) emphasized that through studying the history of language teaching we can gain perspective on present-day thought and trends and find direction for future growth. Knowing the historical context is helpful to an understanding of language teaching theory.

The theory of teaching emphasized by Benson (2001) is that the theory and practice of language teaching enters a phase where the importance of helping students become more autonomous in their learning becomes one of its more prominent themes. To its advocates, autonomy is a pre-condition for effective learning, when the learners succeed in developing autonomy, they not only become better language learners, but they also develop into more responsible and critical members of the communities in which they live.

To make learners become successful better language learners, responsible, and critical members of the communities, it needs to manipulate the content of education of both good teaching and content materials based on their needs which are not only derived from the general one but also the more important one is from local content materials based on cultural context. It is in particular teaching English as the second language for the second language learners. Nault, 2006 (in Hsin, 2017) stated that the language-culture link is significant in foreign language education because culture plays a role in helping foreign language learners to be proficient in the target language. Moreover, Stern, (1992 in Hsin, 2017) stated that it is impossible to teach a language without its culture for culture is the necessary context for language use.

Conceptualizing the use of important cultural context materials in teaching English is the answer to problems in taking control of the learning material they have. It seems students in different areas may have problems in mastering English through the teaching process applied by their teacher. For example, many English learners in Gorontalo Province, particularly those who are in Junior High School have great problems in possessing vocabulary which extremely affects their low ability in both productive skills of speaking and writing and receptive skills of listening and reading.

Generally, English teachers either in Junior or Senior High Schools in Gorontalo Province as also they are the students of Post-graduate Program of UNG in the academic years

of 2014/2015, 2015/2016, and 2016/2017, each gave the same information in the certain meeting of Curriculum Material Development Course. Such information is that their English learners have high problems in speaking and writing besides receptive skills of listening and reading which are because of a lack of English vocabulary. Among the four skills problems, speaking is the main directly observable problem in students' daily activities and it is too hard for them to produce and imitate English sounds and its words meaning or vocabularies. Those problems are caused by the students dominantly using Indonesian in their daily communication, besides; English is only studied consistently in the classroom.

In anticipating those problems, cultural context materials is implemented in learning process which the content can be derived from internet. In the internet, teacher may access possible authentic materials of the cultural context which is considered more familiar with students. Oura (2017) states that many teachers often adapt or create activities involving authentic materials or media. According to Gebhard (1996 in Oura 2017) there are unlimited sources for teaching materials. For many who live in countries where English is a foreign language, it is simply a matter of searching creatively. Teachers in urban areas of these countries can access authentic materials from cable TV, English language newspapers and magazines, and even from popular music on the radio.

The way of choosing cultural context material may give good effect to students' ability in mastering English vocabulary, and then students automatically might apply spontaneously in their skills because this concept may help students to be more familiar with their environment.

## **METHODS**

The method of this research is qualitative descriptive and the techniques used are interview and observation. The interview referred to get information on the way of English teaching at SMA 1 Suwawa and the observation was for the use of teaching practice in class. In this situation of the teaching process, the English department students of UNG reflect the specific aims which is to apply local content of teaching materials on Gorontalo cultural context as it is the traditional concept which has been the basic nature of students' world knowledge. Those materials have been written in English and are easier to access.

To measure the 12 students' speaking ability, a speaking rubric was used by rating on scale derived from Oller (1979) which consists of five parts that are accent, grammar,

vocabulary, fluency, and comprehension. Each of these parts has six levels with different range. Moreover, to know the end of value and its category of the students' speaking, the table is modified by adding the two columns;

**TABLE 1**  
**Conversion Table**

Total Score	FSI Level Category		Value Description
16 – 25	0 +	E	Fail
26 – 32	1	D	Low
33 – 42	1 +	D +	Low Average
43 – 52	2	C	Average
53 – 63	2 +	C +	Average
63 – 72	3	B	Good
73 – 82	1+	B +	Good
83 – 92	4	A	Very Good
93 – 99	4 +	A +	Very Good

Source Speaking Proficiency Scale  
(Oller, 1979)

<https://kakarlis.wordpress.com/2009/09/14/rubric-of-speaking-assessment/>

Accessed on Monday 24<sup>th</sup>October 2016

## RESULTS AND DISCUSSION

### Results

The table below shows information on the data collection which has been analyzed qualitatively. The students' English speaking skill in SMA 1 Suwawa has been analyzed by using speaking rating scale (Oller, 1979) which consists of six points of English Language elements those are accent, grammar, vocabulary, fluency, and comprehension. Each of these elements has six levels of ability. The difference has been presented in each teacher's teaching results of both treatments in applying local content materials either before or after its applications. The illustration is presented in each table.

**TABLE 3**

**The Students' Speaking Data from English Teacher 1(ANT)**  
**before Teaching Local Content Materials**  
**Students 1 to 4 in Class 10 SMA 1 Suwawa**

						Students in Teacher 1 on Pre-local content & Its Proficiency Description (PD)	Total PD	Category
1	2	3	4	5	6			

Proficiency Description	Stud.										
	1.1	1.2	1.3	1.4	Stud1	Stud. 1	Stud1	Stud1			
					.1	1.2	.3	.4			
Accent	0	1	2	2	3	4	2 (1)	5 (3)	4 (2)	3 (2)	29
Grammar	6	12	18	24	30	36	1 (6)	5 (30)	5 (30)	4(24)	82
Vocabulary	4	8	12	16	20	24	2 (8)	5 (20)	5 (20)	4(16)	81
Fluency	2	4	6	8	10	12	1 (2)	5 (10)	5 (10)	3 (6)	60
Comprehen sion	4	8	12	15	19	23	3 (12)	5 (19)	5 (19)	3(12)	
<b>Total Score</b>							29	82	81	60	

### Students' speaking description before Teaching Local Content Materials

Stud.1. 1 boy 'I will tell you how make a cup milk'. It should be 'I will tell you how to make a cup of milk'. 'The first' pronounced /**de**//**first**/ should be '**de**/ **fərst**/ prepare ingredients, ingredients what?' should be 'the ingredients are;' **first**/ should be /**de**/ **fərst**/ milk, and two sugar, and three one water' should be 'some milk, second sugar, and the third one glass of water'. 'And tools cup, and spoon /**spɒn**/ should be 'The tools are spoon cup and spoon /**spuwn**/'. 'and step' should be 'Then steps are;' the /first/ to be /fə:st/ find water and /**skɔwn**/ has to be 'second /**sekənd**/ put some milk into a cup. Then after that put a small spoon sugar and stir.

It is too hard to understand his speaking because there are mistakes in his Pronunciation

Stud.1. 2 boy He has good speaking and is easy to understand, however, there are minor mistakes in his pronunciation i.e., 'water' pronounced/**wɔtɜr**/ and scissor pronounced/**sister**/. His speaking style is dominantly moving body but it is interesting. The topic of his speech is how to make a special Nutrisari drink.

"Today I would like to tell you about how to make nutrisari special. The ingredients and materials I need, one sachet nutrisari, *kemudian*/sister/should bescissor /'**sizərz**/, and *kemudian* steps. Step one cut one sachet and put into the glass, and after that pour water into the glass, and finally stir well and good enjoy.

Stud.1.3 girl She speaks fluently. It is a foreign accent and occasional mispronunciations which do not interfere with understanding. It is a little influenced by the local dialect. Her speech title is how to make apple juice.

“I want to tell you how to make juice apple. E e e. The first you should prepare ingredients. O o o One apple, ice cube, sugar, and water. The materials that is(are) blender, and glass. Next step, first peel apple with (in) small. Second, put apple in blender, after that add water, sugar, and ice cube then stir well..... put in glass.

Stud.1.4 girl Her speaking is not so well. It is hard to concentrate to listen her pronunciation, eventhough her structure is good. The title of her speaking is to make a cup of tea.

How to make ‘/tu maik/’ should be /tu meik/ a cup /kop/ should be /kʌp/ of tea. Ingredients .... (unclear). It should be ‘The ingredients are’. ...., sugar, and water. ‘Step’ has to be ‘The steps’, ‘number one first’ should be ‘number one’ or ‘the first’ boil water, ‘number two second’ should be ‘the second’, put /twenty ei kap/ should be /put it intuə kʌp/. ‘Number three after that’should be ‘The third’ put /ayi spon/ should be put /ə ‘spuwn/’ (she repeated it) put a spoon full sugar should be put a full spoon sugar, finally pronounced /finali/ it should be /fainəli/stir well.

**TABLE 4**  
**The Students’ Speaking Data from English Teacher 1(ANT)**  
**after Teaching Local Content Materials**  
**Students 1 to 4 in Class/semester 10 SMA 1 Suwawa**

Proficiency Description	Students in Teacher 1 on Pre-local content & Its Proficiency Description (PD)										Total PD				Category
	1	2	3	4	5	6									
							Stud. 1.1	Stud. 1.2	Stud. 1.3	Stud. 1.4					
							1.1	1.2	1.3	1.4	Stud1.1	Stud. 1.2	Stud1.3	Stud1.4	
Accent	0	1	2	2	3	4	2 (1)	5 (3)	4 (2)	3 (2)	41				
Grammar	6	12	18	24	30	36	2 (12)	5 (30)	5 (30)	4 (24)	82				
Vocabulary	4	8	12	16	20	24	3 (12)	5 (20)	5 (20)	4 (16)	81				
Fluency	2	4	6	8	10	12	2 (4)	5 (10)	5 (10)	3 (6)	60				
Comprehen	4	8	12	15	19	23	3 (12)	5 (19)	5 (19)	3 (12)					

sion

**Total Score**

41

82

81

Stud.1.1 boy Today we how to make cake cucur. ‘Ingredients, one brown/**bron**/ sugar, twosugar, three cooking oil, four flour, five;beens’ should be ‘The ingredients are brown /**brown**/ sugar, sugar, cooking oil, flour, and peanuts (not beans)’. ‘Step’ should be ‘The steps’;brown pronounce /**bron**/should be /**brown**/ sugar and white sugar is cooking, switch with water. Step two; after be liquid mixer with /**wetflowr**/should be white flour/**hwait flaər**/ and rice flour. Step three; the dough is made pronounced /**do dogismade**/ should be /**ðe daw iz meid**/.

Stud1.2. boy Today, I will like to tell you how to make e..e..e cucur (reassuring face and a charming smile and attract the attention of the listener). The ingredient I need, o...o..o (emphasis convince an audience with the style and attractive smile) brown sugar pronounced /**sugar**/should be /**syugər**/, flour, cooking oil, and beans, and how to make, the steps; brown sugar and white /**wit**/ sugar /**sugar**/should be /**hwait’syugər**/is(are) cooking and mix with water pronounced /**water**/. After the liquid mixer with were flour and rice flour.

Stud1.3 girl all aspects are in the good category similar to the previous ones, but the pronunciation aspect is more significant.

I will to tell you about how to make cucur. The ingredients I need brown sugar, sugar, flour, cooking oil, and been should be beans. Next step, first brown sugar and white sugar is (are) cooked and mix with water, and after that liquid. Mix with white flour and rice flour and the dough is made, then fried until cooked. Thank you

Stud.1.4girl fluent speaking, good structure, and the pronunciation is slightly affected by local dialect when saying the word ‘first’ /first, and the sentence “we can /kon/ put it into our /eir/ cup /kop/.” The words /kon/, /eir/, dan /kop/ that were pronounced too fast were confusing. The procedural text was about how to make *ilabulo*.

I would like to tell you how to make ilabulo. Ingredients four pieces of chicken liver, six flour jelly/sagu, eight slice red onion, one centimeter ginger /janjer/, four hundred coconut milk, one hundred gram of corn starch, one table spoons

oil, one gram of corn strach, banana leaves to wrap /wreip/. The way how to make it, one, boiled chicken livers /laivers/ along with ginger which is five hundred minutes /mainuts/ of cooking (hard to understand). Cut into pieces, two, heat the oil and ..... (hard to understand). Three, add chicken livers, stir well..four step, this pour coconut milk, cook untill /yuntil/ five, spoon into a banana leaf and wrap.

TABLE 5

**The Students' Speaking Data from English Teacher 2 (Z)  
before Teaching Local ContentMaterials  
Students 1 to 4 in Class/semester 10 SMA 1 Suwawa**

Proficiency Description	Students in Teacher 1 on Pre-local content						& Its Proficiency Description (PD)				Total DP				Category
	1	2	3	4	5	6	Stud. 2.1	Stud. 2.2	Stud. 2.3	Stud. 2.4	Stud2.1	Stud. 2.2	Stud2.3	Stud2.4	
	Accent	0	1	2	2	3	4	2 (1)	1 (0)	2 (1)	2 (1)	31			
Grammar	6	12	18	24	30	36	2 (12)	1 (6)	2 (12)	3 (18)	16				
Vocabulary	4	8	12	16	20	24	2 (8)	1 (4)	1 (4)	3 (12)	23				
Fluency	2	4	6	8	10	12	1 (2)	1 (2)	1 (2)	2 (4)	29				
Comprehen sion	4	8	12	15	19	23	2 (8)	1 (4)	1 (4)	1 (4)					
<b>Total Score</b>							31	16	23	29					

Stud.2.1 boy “From group 1. Please pay attention. I will....” (silent and said I don’t know while he gave smile and shy because of no comment to say then stop speaking. He went on around the front of the class. He repeat again his speaking with introducing his name) “I’m F.Gaza from group Kese-kese Video”. “I will show to you how to make noodle. Material...” (silent and turned his face to left side of). It should be ‘The material are’) the first some sugar and water. (Silent and smile while closing his face, laughing himself and turned back his friends, turned back again to face his friend as to look for his press idea). “Step put a....” (silent, bowed, and continued his speaking) “first turn on the stove (silent a moment and moved/played his hands).“Second; put sugar into the water (silent and looked at



the ceiling), boil the water and mix sugar with the faver, and wait 5 minutes andthe noodle is ready to serve.

Stud.2.2. boy We are from group anarkis. How to make /poridge/ diperbaiki temannya (porridge). Step /first/ (diam tertawa tidak bisa bicara dan minta temannya bantu ida, akhirnya diberikan teman catatan kelompok dibacakannya didepan kelas dengan pronunciation yang banyak salah ucap. First wash /was/ some rice, second fill rice in cooker and water. And close cover /kover/ of rice cooker, after that turn on the rice cooker, wait until cooked /koked/.

Stud.2.3 girl How to make noodles. Material, some noodles, hot water, terdiam menutup mulut memegang leher dan teratwa) plate and stove. Step, on the (dian dan senyum sambil menutup mulut) on the stove and .... (dian dan senyum sambil menutup mulut, nampak ingin berhenti speaking, tetapi masih memberanikan diri melanjutkan speaking) second, put /pat/ the noodle, after that mix the noodle with flavor and finaly noodle is ready to eat. (sulit dipahami ucapannya dan diakhiri and read /rid/ to eat).

Stud.2.4boy Hi guys... my name Fadli W. in from (repeat it) I'm from smart group. How to make it mie. Ingredient mie, spoon, flavor, a cup /ai cup/, hot water, spoon. Step; /first/ boil water and put mie in buk.....and /weit/ five minutes. Stir mie into /into/ /ai/ cup,and mix it flavor. Finaly (good pronunciation) stir in small. and mie is ready to eat. Thank you.Probably it should be, Hi guys, my name Fadli W. I'm from monggo group. I am going to tell you how to make mie. The Ingredient are mie, spoon, a cup /ai cup/, hot water, spoon. The step to make it are as; put mie in buk. Stir mieinto /into/ /ai/ cup And mix it. Finaly (good pronunciation) stir in mot. and mie is ready to eat. Thank you.

**TABLE 6**  
**The Students' Speaking Data from English Teacher 2 (Z)**  
**after Teaching Local Content Materials**  
**Students 1 to 4 in Class/semester 10 SMA 1 Suwawa**

Proficiency Description	Students in Teacher 1 on Pre-local content & Its Proficiency Description(PD)						Total DP	Cate
	1	2	3	4	5	6		

							Stud. 2.1	Stud. 2.2	Stud. 2.3	Stud. 2.4	Stud2 .1	Stud2 .2	Stud2 .3	Stud2 .4	Kate gory
Accent	0	1	2	2	3	4	5 (3)	2 (1)	2 (1)	3 (2)	82				
Grammar	6	12	18	24	30	36	5 (30)	2 (12)	3 (18)	4 (24)	27				
Vocabulary	4	8	12	16	20	24	5 (20)	2 (8)	3 (12)	5 (20)			32		
Fluency	2	4	6	8	10	12	5 (10)	1 (2)	1 (2)	3 (6)					64
Comprehen sion	4	8	12	15	19	23	5 (19)	1 (4)	2 (8)	3 (12)					
<b>Total Score</b>							82	27	32	64					

Stud.2.1 boy Okay, how to make fried some bananas, ingredients; some bananas, flour, water, oil, frying pan and spatula. Steps, slice some bananas with the knife. Second, mix the flour with the water, next put down the bananas into the flour. After that boil the oil into the fried pan. Then, after the oil warm put down the bananas into fried pan /into/ and waiting while ten minutes. Finally the (repeated the 'the') the bananas is ready to eat itself.

Stud.2.2 boy Eer...*nasibulu*. materials; rice, bamon.... (bamboo), banana leaf /lef/. /first/ wash /was/ rice, then serve /serve/ bamon (bamboo) and then put banana leaf and rice pour to in bamove (into bamboo). Then to cook and wait thirty minutes.

Stud.2.3 girl How to make fried *tempe*. One, some *tempe*, egg, garlic, onion, and oil fried. Step by steps (the step) (smiling)...! Press pan then the garlic, pepper and put /paat/ in the bowl. Second, the piece flour, egg, and salt, stir them until become mixes, the end the oil, fried *tempe* is ready to eat.

Stud.2.4 boy How to make /milufila/. Material; cornstarch, water, cooking of (repeat) oh cooking oil for softening, salt and sugar, lemon, garlic. Step; first /fist/ fill oil butter and the enter (then enter) ingredient of corn seasoning of corn, seasoning with salt and stir lemon and sugar, and turn /true / of the heat. Second, add the corn in frying pan. Stir the ingredients until fried red /fref red/. I put sim and cook well until cook. Finally, *milu* press fast.

(it is hard to understand). (From his face, it is predicted that one of his group member showed the text to remind him to continue his speaking). Okay, at the end /ond/ it frying fan. Fry the ingredient until /'regret/. I put it and cook will /staying/ until cook.

**TABLE 7**  
**The Students' Speaking Data from English Teacher 3 (MMn)**  
**Before Teaching Local Content Materials**  
**Students 1 to 4 in Class/semester 10 SMA 1 Suwawa**

Proficiency Description	Students in Teacher 1 on Pre-local content & Its Proficiency Description (PD)										Total DP				Category
	1	2	3	4	5	6	Stud. 3.1	Stud. 3.2	Stud. 3.3	Stud. 3.4	Stud. 3.1	Stud. 3.2	Stud. 3.3	Stud. 3.4	
	0	1	2	3	4	5	3 (2)	2 (1)	2 (1)	1 (0)	50				
Accent	0	1	2	2	3	4	3 (2)	2 (1)	2 (1)	1 (0)	50				
Grammar	6	12	18	24	30	36	3 (18)	3 (18)	2 (21)	2 (12)	43				
Vocabulary	4	8	12	16	20	24	3 (12)	3 (12)	3 (12)	2 (8)	42				
Fluency	2	4	6	8	10	12	3 (6)	2 (4)	2 (4)	1 (2)	30				
Comprehension	4	8	12	15	19	23	3 (12)	2 (8)	1 (4)	2 (8)					
<b>Total Score</b>							50	43	42	30					

Stud. 3.1 girl I am from first group, and weare present how to make noodle. Material one Sachet noodle, water, a pan, and soft spice. Step first, boil in the water, boil water in the pan. Second put the noodle and wait a minute. Then, put the soft spice and stir it. After that lift the noodle after cookeded and finally ready to serve. Than you

Stud. 3.2 girl I am from group two, I want to present to how make porridge. Materials (without s), water, pan, plate, stove, salt, spice, and rice. Step, first clean the rice, second warm water in the plate. After that put the rice in the pan and stir with spice. Finally after that wait (without number of minute) minute, finally fill the porridge on (without preposition of on) the plate.

Stud. 3.3 girl we (without to be are) sixth group will present how to make instant noodle (pronounced /isarnadol/). Ingredients of pack of instant noodle, water. Material egg, spatula, stove, plate, and spoon. Step, first boil water, put instant noodle (pronounced /isarnadol/) into the boiling water. Next, (shutting her mouth with her book). Next seasoning, vegetable, and a few slice of mostor/past. Put egg into the bowl, then wait four minutes (instant noodle has been cooked) and served in a bowl.

Stud. 34.boy I am sixth group will present how to make cookies. Material (smiling and shy, is not able to memorize the presented material, directly to take his book on his table, then read it) materials, pan, rice, spatula, rice. Put the water into the pan. After warm, .... (it does not finish)

**TABLE 8**  
**The Students' Speaking Data from English Teacher 3 (MMn)**  
**after Teaching Local Content Materials**  
**Students 1 to 4 in Class/semester 10 SMA 1 Suwawa**

Proficiency Description	Students in Teacher 1 on Pre-local content & Its Proficiency Description (PD)										Total PD				Category
	1	2	3	4	5	6									
	Stud. 3.1	Stud. 3.2	Stud. 3.3	Stud. 3.4	Stud3				Stud. 3.1	Stud. 3.2	Stud. 3.3	Stud. 3.4			
Accent	0	1	2	2	3	4	5 (3)	5 (3)	4 (2)	2 (1)	82				
Grammar	6	12	18	24	30	36	5 (30)	6 (36)	3 (18)	2 (12)	92				
Vocabulary	4	8	12	16	20	24	5 (20)	5 (20)	4 (16)	3 (12)	54				
Fluency	2	4	6	8	10	12	5 (10)	5 (10)	3 (6)	2 (4)	37				
Comprehen sion	4	8	12	15	19	23	5 (19)	6 (23)	3 (12)	2 (8)					
<b>Total Score</b>							82	92	54	37					

Stud. 3.1girl I'm from the first group and I want to present how to make *tiliaya*. Materials brown sugar, eggs, coconut milk, banana leaves, salt and margarine. Then first mix the eggs, brown sugar, salt take to the .... (it is not clear). Second and the coconut milk slowly while stirring. Then put the mixer into the baking ....., (it is not clear)that has been ... (it is not clear) margarine. After that put the banana leaves and .... And is wait a few minute. Finally remove ... and let it to serve. Thank you.

Stud.3.2girl Hi guys, today I'm from four groups. We present how to make coffee. Ingredients boil water, sugar, and coffee. Materials cup and table spoon. First put a coffee powder into a cup and then put two table spoon of sugar into a cup. Finally put the boiling water into a cup and stir well. A cup of coffee is ready to be served.

Stud.3.3girl I'm from group five. How to make a cup of tea. Materials glass and spoon. Ingredients tea, sugar and hot water. Steps first take a glass tea and hot water into it. put mix in glass what warm water. put the tea mix until the color of water become red. Put the tea spoon of sugar stir the ..... (it is not clear) to make the sugar and tea and water mix. The cup of tea can be enjoyed.

Stud.3.4 boy How to make omelet. Materials .... Spoon, bowl, two eggs, water, chili. Step first .... Put the ....let mix and the.....five until.....*apa ini*...put on the egg in the bowl after that we have it .... It is too hard to get the point, because the students' pronunciation is too fast.

From the results above, some students show improvement after they were taught using local content material which can be seen from their vocabularies and their communication skills. However, there were also students with less significant improvement before or after implementing local content material in the learning process.

### **Discussion**

The results of students' speaking data are derived from one process of three English Department students in their English teaching practice as they are PPL students of UNG who have been trained for one semester. It contained how to anticipate students of SMA particularly SMA 1 Suwawa in their problem in English in this case using English in communication. One problem is because of the lack of students' low English vocabulary. To correlate this program, in the final project of three students' teaching practice, they tested the speaking skills of three classes of SMA students in grade X. After applying authentic materials of local content based on Gorontalo cultural context in the teaching process, then it was continued to test the same students' speaking ability. The results analyzed by using the Speaking Profession scale can be seen as follows.

#### **The Level of Students' Speaking Ability of SMA 1 Suwawa before and after The Teachers Teaching Local Content Materials Authentically in Class**

No.	TEACHER 1			TEACHER 2 (PPL STUDENT)			TEACHER 3 (PPL STUDENT)		
	Total Proficiency Description Value			Total Proficiency Description Value			Total Proficiency Description Value		
	Students	Before	After	Students	Before	After	Students	Before	After
1.	1.1	29/D	41/D+	2.1	31/D	82/B+	3.1	50/C	82/B+
2.	1.2	82/B+	82/B+	2.2	16/E	27/D	3.2	43/C	92/A

3.	1.3	81/B+	81/B+	2.3	23/E	32/D	3.3	42/D+	54/C+
4.	1.4	60/C+	60/C+	2.4	29/D	64/B	3.4	30/D	37/D+

The data of students' speaking results which is from teacher 1 before applying teaching local content material as the authentic materials are categorized good because three students from the four participants have succeeded where two of them got the value of 82/B+ and 81/B+ and another has 60/C+ in their speaking ability. Those three students' scores are the same either before and after applying local content teaching materials. However, there was little improvement on one participant who got D in his speaking skill before and then it improved from to 41/D+. This student had problem in his speaking or in his pronunciation either before or after treatment. From this data, we can see the fact of the previous three students that there is no different value among them in both treatments from the first teacher. To know more the validity of the data, it has been done the recheck data after collecting and analyzing this. The fact, those students have been treated in the teaching process by applying local content materials done by one of those three teachers.

For the second teacher or the candidate English teacher of PPL student, he showed his students' speaking ability improvement after he taught local content materials authentically in class. This improvement is proved by the result of the speaking value of four of his students.

It also happened on the third teacher who has applied the same concept of his teaching strategy in teaching English material without focusing on local content materials as the authentic one in his previous teaching. The improvement is proved by the result of the speaking score of his four students

To follow this fact of data analysis, there is an improvement or the development of students' English speaking skills by using local content materials authentically in teaching English in class. This is similar to Tseng's (2002, in Hsin 2017) idea that success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and to increase their comprehension in the target language. In addition, Hirsch, 1988 in Fordham 2015 argued that to learn a culture is natural to human beings and children can express individuality only in relation to the traditions of their society. Thus, considering learners' own tradition of society or their own cultural context is important to be taught by teacher to anticipate the learners' own issues in learning foreign language.

Furthermore, Nurhadiet.all. (2004) said that learners often have difficulties in implementing skills they had from school into real everyday life, because those skills are more taught in the context of school rather than the context of real life. To teach learners in the real context of real life, it needs to follow Harmer's (2001) suggestion that we choose words and phrases to have different effects from the surface meaning they appear to express, and we do this based on several variables: purpose, appropriate, language in discourse, and genre. This has the aim of improving students' mastery of English vocabulary for they may use in speaking skills as well. It has the meaningful concept of improving students' English speaking and also other skills of listening, reading, and writing.

To improve learners' speaking skill, teacher may organize the learning atmosphere by giving them the time to share their ideas in group and facilitating them with teaching learning materials based on cultural context so they are easily to construct and produce the idea in English.

## CONCLUSIONS

The concept of anticipating students' vocabulary problems which affects their low English speaking skills has been treated by applying authentic material that contains Gorontalo cultural context derived from the internet. This way might have a good effect on students' ability to master English vocabulary and simultaneously make students easy and free to present their ideas in their speech.

From the data analysis of students' speaking ability by using authentic materials of local content, it can be concluded that the twelve students' speaking skills results that were taught by three SMA 1 Suwawa of English teachers who applied authentic materials of local content have given variation of their scores.

There was only one student who got a score of 92/A compared to his previous score of 43/C and he was categorized as successful in speaking skills after teacher 3 applied authentic material of local content. Four students got B+ (one got 81/B+ compared to before he got 31/D, two of them got the same value of 81/B+ and 82/B+ in both treatments from teacher 1, and one of them got 82/B+ compared to before he got 50/C). There was only one student who got B (he got 64/B compared to before he got 29/D). Two students got C+ (one got the same as before which was 60/C+ and the other got 54/C+ compared to before 42/D+). These two students got D+ (one got 41/D compared to before he got 29/D, other got 37/D+ compared to before he got

30/D). Two students got D (one got 27/D compared to before she got 16/E, other got 32/D compared to before he got 23/E).

From those results of the students' speaking ability, it is proven that teaching authentic materials of local content based on cultural context can give positive effects in terms of improving SMA students' ability in their English communication.

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