

**THESIS**

**THE DEVELOPMENT OF ETHNOSCIENCE-BASED  
ENGLISH LEARNING MATERIALS IN A  
CONTEXTUAL MODEL**



**Thesis**

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A THESIS  
**THE DEVELOPMENT OF ETHNOSCIENCE-BASED ENGLISH  
LEARNING MATERIALS IN A CONTEXTUAL MODEL**

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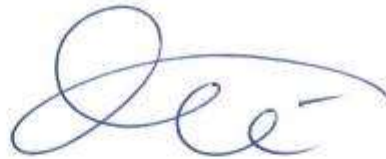
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## **DECLARATION OF ORIGINALITY**

I affirm that this thesis entitled “**The Development of Ethnoscience- Based English Learning Materials in A Contextual Model**” is entirely my own, except the words or ideas of other writers are specifically acknowledge according to accepted citation convention. I have revised, edited, proofread and ensured that this thesis is free of plagiarism.

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## STATEMENT AUTHENTICITY

With sincerity and honesty, I declare that the thesis titled "Development of Ethnoscience-Based English Learning Materials in a Contextual Model" is a wholly original work and the result of my intellectual effort. I affirm that in the preparation of this thesis, I have not engaged in any form of plagiarism or other unethical practices, either in part or in its entirety. Any quotations, ideas, or opinions from other sources referenced in this thesis have been clearly identified and cited correctly in accordance with academic writing rules. I also ensure that this thesis has not been previously submitted as an academic assignment elsewhere.

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## **Motto**

"Embrace the struggle, find sincerity in every step, and cherish unwavering friendships."

## **Dedication**

1. The pursuit of excellence in English Education is an inspiring journey.
2. I would like to express my sincere thanks to the lecturers and postgraduate staff at PGRI University Semarang who have provided invaluable guidance and support,
3. To my beloved husband, Kakak Eka, Mas Malvin, and the entire extended family who always provide unwavering love, prayers and encouragement,
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## ABSTRACT

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**Key Words:** *Ethnoscience, Contextual, English Material.*

English is very important for students because of its status as an international language that is widely used by various groups. However, Indonesian language learners often experience difficulties in mastering English. One of the main causes of difficulties encountered in learning English is the mismatch between the teaching materials provided and their suitability with students' daily experiences. The purpose of this study was to examine the need to incorporate ethnoscience-based English materials into contextual English teaching models. The questionnaire was used as a research instrument to collect data more 70 students from Yuniior High School in Semarang, enabling analysis of learning needs and learning suitability of students and educators. Descriptive statistics are used to analyze the collected data. Students and teachers desire English learning materials that are not only culturally engaging (ethnoscience) but also relevant to their everyday lives (contextual). The approach taken involves combining elements from both approaches to create materials that meet the desires and needs of students and teachers in the English curriculum. They recognize the importance of developing ethno-science-based English materials in a contextual model, recognizing that teaching English should not be limited to theoretical knowledge but must include practical applications through student-centered activities. In addition, it was emphasized that materials that are closely related to daily life and reflect the cultural values of the local community will be very useful.

# **CHAPTER 1**

## **INTRODUCTION**

This research aims to create English learning materials based on Ethnoscience and integrated into a Contextual Model. In this context, Ethnoscience refers to an approach that understands and utilizes students' cultural and traditional knowledge in the development of learning materials. The Contextual Model involves teaching that is relevant to students' everyday lives, so that the learning materials are not only culturally engaging (Ethnoscience) but also aligned with their daily experiences.

This research discusses the background of selecting the topic, identifies problems in teaching English at the junior high school level, establishes research limitations, presents a clear statement of the problem, formulates research objectives, and discusses the significance of this research. Through this approach, it is hoped that learning materials will be created that not only enrich students' culture but are also relevant and motivating in the English learning process.

### **1.1 Background of the Study**

Indonesia, which is famous for its diverse cultural and linguistic heritage, is facing the consequences of globalization which introduces foreign cultures and threatens the preservation of local traditions that must be maintained. To maintain these noble values and traditional wisdom, efforts need to be made through education which plays an important role in instilling values and preserving cultural elements. Unfortunately, the formal education system often considers the learning process to be different from the acculturation process and apart from the cultural context. To overcome this, the application of contextual models in the school environment is important.

Within the framework of contextual learning in English language learning, English has expanded its reach as a global communication tool used by

various individuals and communities, its studies focus on themes about everyday life and the environment around students, thus providing a more meaningful educational experiences. The learning process occurs organically through student activities, practical work, and experiential learning, not just relying on the transfer of knowledge from the teacher. The contextual model can be applied to all subjects, including individuals, and is widely taught as a second or foreign language (Alfian, 2019).

English is widely used as an international language in many countries, both as a foreign language and as a second language (Gunantar, 2016). Therefore, learning this language is essential for efficient global communication. By connecting English with the learner's life experiences and cultural background, a contextual learning approach has the potential to increase the accessibility and relevance of the language (Brocos & Jiménez-Aleixandre, 2020; Matchimo, Ekkapim & Janghan, 2021).

English is a well-developed and widely used international language, used by many people as a means of communication, both as a personal language. (Alfian, 2016). However, Indonesian students often encounter obstacles when trying to gain English language proficiency (Sundari, 2018). Unfortunately, Indonesian people still experience difficulties in learning, understanding and using English (Alkhalid, 2017). The main reason students have difficulty learning English is because the content is not relevant to daily life activities. The content contained in English reading comprehension books provides limited information and almost certainly only covers a small part of students' local culture and background (Azizah et al. 2020). One of the main challenges arises from the gap between the teaching materials provided and their relevance to students' daily lives. Many reading materials in English textbooks appear to be independent of students' cultural background and local customs (Elshadelin, G., & Yumarnamto, M. (2020).

Awareness activities are also very important in nature conservation activities. Schools help students appreciate and understand their ancestors by integrating local traditions into the curriculum. This integration must be seen as an important part of comprehensive education, not as an additional or optional subject. The aim is to increase children's awareness of cultural history and learn from the wisdom of their ancestors (Estuarso, 2017; Gunantar, 2016; Zein, 2018).

In this case, cultural acculturation and cultural background play an important role in education (Karpati, 2020). Traditional pedagogical perspectives usually separate cultural learning from formal education and consider it a secondary or peripheral part of schooling. Given the challenges of globalization, these techniques fail. It is essential to introduce context-specific educational frameworks and prioritize the incorporation of local culture into the learning process. This technique not only teaches children about their own culture, but also how to interact with and respect other cultures. This requires the creation of educational programs adapted to local conditions and using local images, stories and experiences as a basis for knowledge acquisition. These models help students understand the meaning and relevance of their culture in today's society and give them the tools they need to preserve and promote their traditions. Additionally, it fosters a sense of joy (Parisical & Gonzales-Aboy, 2022).

Especially in the field of English language education for high school students, incorporating local culture into teaching materials is not only beneficial but also essential for effective language acquisition. Based on a preliminary study (Napiah, 2021), researchers found the importance of developing English language materials that are not only culturally appropriate but also practical for use in students' daily lives. This need raises a very important research question: What is the optimal design of ethnic science English learning materials in a context model appropriate for middle school students? Cultural and Cognitive Development It is important to develop tailored educational approaches. Ethnoscience, which is concerned with the study of the ways various cultures



understand and interact with nature, provides a comprehensive framework for these efforts. By incorporating ethnic studies into English lessons, educators can create materials that are not only appropriate for language teaching but also culturally insightful, thereby giving students a more holistic understanding of the language and the world around them. The purpose of this research is to combine ethnic studies and English language teaching to analyze and develop instructional designs that adapt to the specific learning needs and cultural backgrounds of high school students.

In a preliminary study conducted at Junior High School in Semarang, several issues were identified. Firstly, the existing materials were deemed inappropriate for students' cultural values and environment. Secondly, numerous teachers still employed non-contextual materials that failed to cater to the student's needs. Lastly, the forms and types of texts used were not suitable for the students at Junior High School in Semarang. It is imperative to address these identified problems by connecting English materials with the local culture and incorporating them into students' daily lives. By adapting the materials to align with students' cultural backgrounds, it is anticipated that English learning will become more meaningful and accessible, as it extends beyond theoretical knowledge and can be applied to students' everyday experiences. Consequently, the development of English materials based on ethnoscience within a contextual model becomes necessary. Ethnoscience examines the classification systems, cultural phenomena, and the retrieval of past knowledge and values within a society (Adesoji, F. A., Omilani, N. A., & Francis, O. A. (2019).

Based on these considerations, English learning materials should be designed to fulfill students' needs and support the English learning process. Furthermore, the materials should be contextualized to reflect the students' local culture. Consequently, this study aims to develop ethnoscience-based English learning materials within a contextual model, entitled " The Development of Ethnoscience- Based English Learning Materials in a Contextual Model."

## **1.2 Problem Identification**

English materials play a crucial role in the classroom teaching and learning process. It is essential for students to have access to appropriate English materials that are relevant to their daily lives and the cultural context of their local community. However, the researcher has identified several problems pertaining to the materials used in the teaching and learning process at Junior High School in Semarang. Specifically, the English materials utilized for the Students of Junior High School in Semarang Program lack contextualization with their cultural values. The materials taught do not have practical application in students' everyday lives. Through a preliminary study conducted at Junior High School in Semarang, the following problems were identified:

1. The English materials do not align with students' cultural values and environment.
2. Many teachers continue to use materials that lack of contextual relevance and fail to meet the student's needs.
3. The forms and types of texts and materials used are not suitable for the Junior high school students in Semarang.

## **1.3 Limitation of the Research**

The scope of the research is limited to the development of English learning materials specifically designed for seventh-grade Junior high school students in Semarang during the first semester. The focus of the materials is on written skills, encompassing reading and writing components within each unit.

## **1.4 Statement of the Problem**

In this research, ethnoscience is considered as the foundation for developing English learning materials that are more connected to the culture and experiences of students. Teachers require this approach to create materials that are not only culturally engaging (ethnoscience) but also relevant to the daily lives of students (contextual). The integration of ethnoscience in teaching English can help teachers identify the needs and challenges of students in learning English at

Junior High School. Therefore, the need for this approach appears significant for teachers as a guide in designing materials that align with the needs and characteristics of students.

Based on the limitation of the problem above, the problems of this study can be formulated as follows:

1. To what extent of the need for ethnosience-based English learning materials in a contextual model at Junior High School in Semarang?
2. How can the design of ethnosience-based English learning materials in a contextual model be developed for Junior High School in Semarang?
3. How can the ethnosience-based English learning materials in an effectiveness contextual model at Junior High School in Semarang will be validated?
4. To what extent are the ethnosience-based English learning materials in a contextual model appropriate for Junior High School in Semarang?
5. How does the implementation of ethnosience-based English learning materials in a contextual model impact students' language acquisition?

These research problems aim to investigate the demand, design, validation, and appropriateness of ethno-science-based English learning materials in a contextual model specifically for Yunior High School in Semarang.

### **1.5 Objectives of Research**

The aims of this study are outlined below:

1. To find out the need for the ethnosience-base English learning material in a contextual model of Junior High School in Semarang.
2. To develop the design of ethno science–based English learning material in the contextual model at Junior High School in Semarang.
3. To validate Ethno science–based English learning material in the contextual model at Junior High School in Semarang.
4. To find out the appropriateness of ethnosience–based English learning material in the contextual model at Junior High School in Semarang.
5. To find cultural awareness at Junior High School in Semarang.

This study explores various aspects of the research topics including the need, design, validation, and suitability of ethnoscience-based English learning materials in a contextual model specifically designed for Junior High School in Semarang.

### **1.6 Definition of key words**

a. Ethnoscience:

Ethnoscience is a field of study that combines scientific principles with the knowledge and cultural practices of a particular society or ethnic group. This includes an understanding of worldviews, traditional knowledge, and unique cultural practices in a modern scientific context.

b. Contextual Model:

Contextual model Refers to a structured framework or plan that guides the development and implementation of learning materials in a relevant context. The importance of considering the context in which learning materials will be used, such as the specific needs, cultural background, and daily experiences of students.

c. English Material:

English Materials Refer to various resources used in learning English, including textbooks, modules, worksheets, audio, video, and others. English materials are designed to help students acquire English language skills, such as listening, speaking, reading and writing skills, as well as understanding and applying appropriate language structures.

The definition of these key terms is integral to the research process. It sets the stage for a comprehensive understanding of the methodology, design, and objectives of the study. By clearly defining these terms, the research aims to

establish a common ground for communication and interpretation, ensuring that readers grasp the nuances of the concepts explored in the ethnoscience-based English learning materials within a contextual model.

### **1.7 Significance of the Research**

The significance of this research extends to its profound impact on the field of education, particularly in the domain of English language teaching at the Junior High School level. By focusing on the development of ethnoscience-based English learning materials within a contextual model, this study addresses several crucial aspects:

a. Innovation in Teaching Methods

The research aims to introduce innovative teaching methods that integrate ethnoscience principles into the design of English learning materials. This innovation is expected to enhance the effectiveness of language instruction by incorporating cultural perspectives and indigenous knowledge, making the learning experience more engaging and relevant.

b. Tailored Learning Materials

The contextual model employed in this research emphasizes the adaptation of learning materials to the specific needs, cultural backgrounds, and everyday experiences of Junior High School students. This tailored approach ensures that the materials resonate with the students, fostering a more meaningful and personalized learning environment.

c. Contribution to Contextual Learning

The research significantly contributes to the promotion of contextual learning in Junior High School settings. Contextual learning recognizes the importance of considering the local context, cultural elements, and students' real-life experiences in the educational process. By aligning

English learning materials with these contextual factors, the research facilitates a more effective and relatable learning experience.

d. Enhancement of Student Engagement

The development of ethnoscience-based materials is anticipated to increase student engagement in the English language learning process. Incorporating cultural elements and real-world contexts into the materials not only makes the content more interesting but also encourages students to connect their language learning to their cultural identity and everyday lives.

- e. Guidance for Future Research and Practices: The research outcomes provide valuable insights and guidance for future research endeavors and educational practices. Educators, curriculum developers, and researchers can draw upon the findings to enhance their approaches to language education, fostering continuous improvement in the development of learning materials and teaching methodologies.

In summary, the significance of this research extends beyond the immediate goal of material development. It seeks to reshape English language education by introducing innovative, culturally sensitive, and contextually relevant teaching methods, ultimately enriching the learning experiences of Junior High School students.

Theoretically, this research has significance in expanding our understanding of ethnoscience-based English language learning approaches in the context of contextual learning models. It helps in enriching the theoretical framework of English language learning by introducing an approach that integrates ethnoscience principles with students' needs and experiences in everyday life. Thus, this research contributes to the development of a more holistic and contextual theory of English education.

From a pedagogical perspective, this research has important applications in designing and implementing more relevant and effective English language learning materials. By understanding students' needs and cultural backgrounds, this approach allows the development of material that is more interesting and closely related to students' daily lives. This can increase students' engagement in learning, motivate them to learn, and improve their understanding of the English language.

In terms of qualifications, this research provides valuable insights to educators and curriculum developers about the importance of considering cultural context and students' experiences in designing English language learning materials. By understanding and accommodating students' needs holistically, educators can improve the quality of their teaching and ensure that every student has equal and fair access to quality English education. It also provides a foundation for developing teacher competence in designing and managing contextual and ethnoscience-based English language learning.

## **CHAPTER II**

### **REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK**

In this chapter, terms and concepts that are used in the discussion are presented. There are two parts of which the writer presents in this chapter. They are literature review and conceptual framework.

#### **2.1 Literature review**

##### **2.1.1 English Materials For Junior High School**

###### **1. The Nature of Learning Materials**

As stated by Tomlinson in 1998 (p. 2), learning materials include various resources used by teachers or students to facilitate language acquisition Richard (2002, pp. 65-66) adds that teaching materials are a very important component in language programs, which can be printed materials, non-printed materials, or a combination of both.

Tomlinson (2012, p. 15) argues that effective materials assist learners in recognizing authentic language features, thereby promoting and accelerating language acquisition. Therefore, the materials must provide exposure to the use of native English through spoken and written texts, engaging the learner cognitively and effectively. In addition, Richard (2002, p. 66) notes that some teachers rely on teaching materials as their primary teaching resource, as these materials serve as the basis for lesson content, the balance of skills taught, and the types of language practice. Where students are involved.

###### **2. Characteristics of High-Quality Learning Materials**

Hutchinson and Tomlinson (1987, p. 107) present a set of criteria that determines high-quality learning materials, which include the following:

1. Learning materials must foster active student participation and involvement, going beyond mere instruction and encouraging students to take an active role in the learning process.



2. Learning materials should feature engaging texts and fun activities that stimulate students' cognitive abilities, enabling them to apply existing knowledge and skills. Content should be suitable for students and teachers.
3. Learning materials should have a well-organized and coherent structure, providing clear guidance to teachers and students as they progress through various activities, maximizing the potential for effective learning.

Tomlinson's perspective, as cited by Richard (2001, p. 263), adds a further dimension to the criteria for high-quality learning materials, namely as follows:

1. Effective learning materials must have a significant impact on students, instilling a sense of comfort and confidence in their language learning journey.
2. Learning materials should encourage students to invest in their own learning process and actively participate in activities that promote the authentic use of language.
3. It is important for learning materials to recognize that the positive effects of teaching may not be immediately observable, taking into account individual differences in students' affective attitudes and allowing periods of silence early in teaching.
4. Learning materials must maximize learning potential by stimulating students intellectually, aesthetically, and emotionally, balancing between controlled practice and independent exploration.

Providing opportunities for students to receive feedback on their learning outcomes should also be an integral aspect of high-quality learning materials.

#### 2.1.1.1 **Teaching Materials**

#### 2.1.1.2 Definition of Material Development

The term "material development" covers the entire process of creating and using materials for language learning, which includes activities such as

evaluating, adapting, designing, producing, utilizing, and conducting research on materials (Tomlinson, 1998, p. 143). In addition, Graves (2000, p. 149) defines content development as a strategic planning process by which a teacher can structure course goals and objectives into cohesive units and tasks.

#### 2.1.2.2 Benefits of Material Development

According to Richard (2002), there are several advantages associated with the development of materials, which can be outlined as follows:

##### 1) Relevance

Developing materials ensures that they are more aligned with the specific needs and requirements of students and institutions, incorporating local content, addressing relevant issues, and catering to specific concerns.

##### 2) Develop expertise

The process of material development also benefits other language course staff members by enhancing their expertise and providing them with a deeper understanding of the characteristics of effective materials.

##### 3) Reputation

By creating and providing relevant, specialized, and contextual materials, a commitment to language teaching is demonstrated, thereby enhancing students' contextual learning.

##### 4) Flexibility

Developed materials offer greater flexibility compared to commercial course books, as they can be revised and adapted as necessary to meet the evolving needs of learners and instructional contexts. This flexibility allows for ongoing improvement and customization.

**Table 1. Systemic Instructional Design Structure Dick & Carey No Components**

No	Components
1	Set instructional goals - define desired outcomes for learners after completing instruction
2	Analyzing instructional objectives - systematically examining the actions learners need to take to achieve the goals and identifying knowledge and skill prerequisites
3	Analyze learners and context - consider the learning environment and learner characteristics, needs, and motivations
4	Write performance objectives - define the specific behaviors and skills that participants must acquire, together with the conditions and criteria for successful performance
5	Develop assessment instruments - create tools and methods to measure student performance based on objectives
6	Develop instructional strategies - develop plans to achieve key objectives, focusing on information presentation, practice, feedback, and testing
7	Develop and select instruction - produce instructional materials in line with the chosen strategy
8	Design and conduct formative evaluations – test instructional materials in small groups or individual settings to gather feedback and make necessary revisions
9	Revise instructions - analyze formative evaluation data to identify difficulties learners may face and address specific deficiencies in the material
10	Summative evaluation - conducts an independent evaluation to assess the overall effectiveness of the instruction

In summary, the advantages of developing materials encompass increased relevance, professional expertise development, improved

institutional reputation, and greater flexibility in adapting and revising materials to suit specific educational requirements.

c. The Process of Materials Development

As suggested by Dick and Carey (1996), is the implementation of Systematic Instructional Design. This design facilitates the connection between instructional learning strategies and the desired learning outcomes. The subsequent stages, outlined explanation below, will serve as a framework for material development in this research.

## 2.2 Ethno Science

The term "ethnoscience" comes from the Greek word "ethos" which means 'nation' and the Latin word "scientia" which means knowledge. Ethnoscience refers to the knowledge possessed by a nation or specifically an ethnic group or social group, which is a form of local wisdom. It can be understood as a system of knowledge and cognition that is unique to a particular culture (Sudarmin, Sumarti, S. S., 2018). The concept of ethnoscience, which comes from the Greek words *ethos* (nation) and *scientia* (knowledge), describes an interesting combination of regional cultures belonging to a particular nation, tribe, or group (Agustin et al., 2018). Ethno-science includes the original knowledge of a particular culture, which intersects with scientific knowledge and is often referred to as knowledge that belongs to a nation (Usman et al., 2019). It represents a rich repository of cultural knowledge that integrates scientific understanding and traditional wisdom. Cultural Understanding and Scientific Research (Usman et al., 2019).

Ethno-science is an educational approach that is closely linked to culture. This includes the knowledge possessed by a particular nation, tribe, or social group. Ethno-science primarily focuses on understanding and classifying cultures within their respective environments or social contexts. It functions as a bridge between traditional knowledge (which is related to societal facts) and scientific

knowledge (Hadi et al., 2019, p. 119). Ethnoscience can be defined as a collection of knowledge possessed by a society or ethnic group, which is characterized by certain methods and procedures that are traditional in a particular society. The validity of this knowledge can be tested empirically (Sudarmin, 2015, p. 16). It represents a unique form of knowledge that integrates cultural traditions and empirical verification. Essentially, ethnic science represents the body of knowledge for a particular ethnic or social group and often reflects practices, beliefs, and traditions unique to that group's local culture and environment. Ethnoscience research provides insight into how particular communities develop their understanding of the world, often using empirical methods and established traditions.

### **2.3 Contextual**

The contextual learning model functions as a bridge between classroom learning and real world situations, aiming to equip students with practical knowledge that can be applied in everyday life (Yulianto Zaini, 2019, Dewi et al., 2021). In the primary and secondary school curriculum in Indonesia, English has become a subject, and the use of various teaching materials that are in line with constructivist learning theory can improve students' conceptual understanding (Birisçi & Metin, 2010, in Mukhaiyar et al., 2018). In this case, contextual learning materials seem to be an important tool in education, especially in language learning. It is a model that immerses students in real-life situations and experiences that are directly relevant to everyday life. This approach to foreign language learning emphasizes a dynamic, experience-based process in which learning occurs through active engagement with people, objects, and the environment. Therefore, contextual learning materials become an integral part of the curriculum at the primary and secondary levels. This material is based on constructivist learning theory, where students construct knowledge and meaning from their experiences (Sulistiyono, Missriani & Fitriani, 2021; Sumarna & Gunawan, 2022). The goal is to provide students with learning experiences that are not only theoretically sound but also practically

relevant, thereby giving them the opportunity to apply their learning to real-world situations (Muharam et al., 2023).

According to Shaw and Masuhara (2012, in Kiswaga & Triastuti, 2018), there are several factors that require evaluation of language material. First, learner needs, including language proficiency level, individual learning style, age, and specific learning goals, play an important role. Second, the position of language in the educational environment is an important consideration. This includes the status of the language and how it is understood in a particular context, whether as a first language, a second language, or a foreign language, as different materials will be used accordingly. The third aspect is the suitability of the material to the principles and approaches used in language teaching. For example, in communicative language teaching, materials must enable learners to communicate effectively using the language. Fourth, language materials and resources must be evaluated to ensure suitability for the particular type of syllabus used in a particular context.

Meanwhile, according to researchers (Enidar et al., 2018), there are several important factors that need to be considered when evaluating language material. The first and most important thing is to understand your students' needs. This involves adapting the language learning process to the learner's age, personal learning patterns, and specific goals. Second, the educational environment plays an important role in understanding the context of the language being taught, especially first, second and foreign languages. Depending on these factors, the results of using a particular material can vary greatly. Third, it is important to assess whether the material is consistent with the principles and approaches used in the classroom. For example, materials designed for communicative language teaching must enable effective communication between learners. Finally, the appropriateness of curriculum and language resources as well as the overall evaluation of these resources is important. By considering these aspects, educators can ensure that language learning materials are not only

culturally and contextually appropriate, but also pedagogically appropriate, thus leading to overall improvement. As explained in the previous discussion, contextual learning is an educational approach that emphasizes the importance of connecting learning material with real world situations so that it is relevant and meaningful for students (Orange, Quadros-Flores, & Ferreira, 2019).

This approach is based on constructivist learning theory which states that students construct knowledge and understanding through experience and interaction with their environment. In the context of language learning, this approach is very useful because it connects linguistic knowledge with real-world applications and improves comprehension and memory.

The main aspects of situational learning are:

1. **Connection to the Real World:** Location learning involves the use of materials and scenarios that students may encounter in everyday life. This connection to practice helps students understand the practical application of what they have learned, thereby increasing student engagement and motivation (Orange, Quadros-Flores, & Ferreira, 2019).
2. **Active Learning:** This approach encourages active participation of students. Rather than passively receiving information, students should participate in hands-on activities, group discussions, and problem-solving assignments and apply what they have learned into practical scenarios (Orange, Cuadros-Flores, Ferreira, 2019).
3. **Knowledge Integration:** Situated learning is not isolated learning. Integrating various scientific disciplines and fields of knowledge. In language teaching, this means not only focusing on grammar and vocabulary, but also combining cultural, historical and social aspects, thereby enabling a more holistic understanding of the language (McKay, 2003).
4. **Personalized learning experiences:** Situated learning connects with students' own experiences and backgrounds, allowing for a more personalized approach to education. Teachers can adapt content and methods

to students' specific needs and interests, making the learning experience more relevant and effective for each individual (Sha, Rashid, Mukundan, & Alkhatib, 2020).

5. Reflective and Critical Thinking: This approach encourages students to reflect on their own learning and think critically about how that learning can be applied to different situations. Students learn more than just information. Learn to think about information and use it in different situations (Salam, Ibrahim & Iskandar, 2019).

6. Collaborative Learning: Face-to-face teaching often includes collaborative projects and group work where students learn from each other. This collaboration improves communication skills and encourages individual responsibility and teamwork in the learning process (Nadaf & Namir, 2022).

Based on the insights from the cited experts, the framework for developing ethnoscience-based English learning materials in a contextual model can be structured as follows:

1. Connection to the Real World:

Develop learning materials that reflect real-life scenarios and situations encountered by students in their daily lives.

Incorporate authentic materials, such as videos, articles, and multimedia resources, that resonate with students' cultural and environmental contexts.

2. Active Learning:

Design activities that promote active participation, such as hands-on tasks, group discussions, and problem-solving assignments.

Encourage students to apply their language skills in practical scenarios, fostering deeper comprehension and engagement.

3. Knowledge Integration:

Integrate various disciplines and fields of knowledge into English language teaching, including cultural, historical, and social aspects.



Provide opportunities for students to explore language within broader contexts, facilitating a holistic understanding of the language.

4. Personalized Learning Experiences:

Tailor learning materials and activities to students' individual needs, interests, and backgrounds.

Allow flexibility for teachers to adapt content and methods to accommodate diverse learning styles and preferences.

5. Reflective and Critical Thinking:

Foster reflective practices among students, encouraging them to analyze their own learning processes and outcomes.

Promote critical thinking skills by challenging students to evaluate information critically and apply it effectively in different contexts.

6. Collaborative Learning:

Incorporate collaborative projects and group work into the learning process, where students learn from each other.

Cultivate communication skills and teamwork by facilitating peer-to-peer interaction and collective problem-solving.

By embracing these principles of situated learning, educators can create a dynamic and immersive learning environment that enhances students' language acquisition while fostering cultural awareness and critical thinking skills. This framework emphasizes the importance of connecting language learning to real-world experiences, promoting active engagement and collaboration among students, and integrating diverse knowledge domains to enrich the learning process.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

The methodology employed for creating English learning materials rooted in ethnoscience within a contextual model is based on the research and development (R&D) paradigm. This design is chosen to ensure that the English learning materials developed align with the needs of students and their contextual environment (Borg, 2002:772). Research and development serve as the methodological framework aimed at generating specific products and assessing their efficacy (Sugiono, 2015: 407). This research and development strategy incorporates the ADDIE model, encompassing five distinct stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. In each phase, the research process entails identifying needs, designing materials, developing the product, implementing it in a learning environment, and subjecting it to evaluation by experts to guarantee its quality and appropriateness.

The current trend in language and culture research increasingly emphasizes the sociocultural aspects of language and its pedagogical models and recognizes the important role of cultural aspects in language teaching. Furthermore, the practical application of ethnoscience in education is evidenced by research that focuses on training prospective teachers to apply ethnoscience approaches in English language education. This not only shows the flexibility of ethnic studies in education, but also highlights the potential usefulness of ethnic studies in fields that transcend traditional boundaries, such as language education. Overall, these developments show that the integration of cultural knowledge contained in ethnic science is becoming increasingly recognized and valued in the broader context of education and language learning.

Recent research combining ethnic, cultural, and linguistic studies shows the existence of a diverse and growing field, but also highlights significant gaps in the application of ethnic studies in English language teaching. As a field,

anthropology investigates the complex relationship between culture and language, recognizing that language is not only a means of communication but also a repository of cultural knowledge and practices. The current language and culture research agenda focuses on the sociocultural aspects of language and emphasizes the important role of cultural context in language teaching models (Maddamsetti, 2020; Owczarek, 2020; Stone, 2023). These results move away from traditional language teaching methods, which often treat language as a set of grammar rules and vocabulary to be memorized, and instead view language as linked to cultural identity and social conventions (Zhang et al.). 2018; However, despite increasing awareness, research focusing on incorporating ethnic studies into English language teaching practices remains limited. These gaps indicate areas of research where these principles may exist. Incorporating ethnic studies more explicitly into the English curriculum can enrich teaching and learning experiences based on culturally relevant content.

To bridge this gap requires a paradigm shift in the development of English language teaching materials and methods. The curriculum should be designed with a deep understanding of students' local culture and background. This includes not only incorporating local content, but also adapting teaching methods to students' social and cultural realities. By integrating English language learning into students' typical living environments, teachers can create a more inclusive and effective learning environment. This situational approach not only supports language acquisition, but also helps students develop a broader understanding of how language functions in different social and cultural environments. This allows them to use English as a communication tool in the real world, thereby increasing their global competence (Hutchinson, 1987). The ultimate goal is to create culturally relevant and academically challenging learning experiences that prepare students to navigate the complexities of the global world with confidence and cultural sensitivity.

### 3.1 Research Design

This study employs a case study design, which falls under the qualitative method. The R&D approach provides a scientific foundation and proven methods for designing English teaching materials. The detailed process assists developers in understanding students' needs and ensuring the quality of the produced materials (Sugiyono, 2017). The research will be conducted at Junior Junior High School in Semarang, involving students as participants. The research duration will cover a specific timeframe and will be carried out within the school context, with a focus on English language learning. R&D offers a systematic approach proven to be effective in creating teaching materials that align with students' needs and characteristics. Structured steps ensure that the produced materials can be successfully implemented (Kemp, Morrison, and Ross, 2014).

This type of research is classified as Research and Development because its goal is to produce a finished product suitable for use in an educational program (Borg, 2002:772). It falls under the category of Research and Development, aiming to create a final product suitable for implementation in an educational program (Borg, 2002:772).

The ADDIE approach provides a systematic structure in developing ethnoscience-based English learning materials. (1) Through in-depth analysis, (2) thoughtful design, (3) careful development, (3) measured implementation, (5) comprehensive evaluation, and continuous reflection and revision, this research aims to create materials that align with students' needs and support contextual English learning in Junior High School.

The outline of the research study adopts the ADDIE approach (Analysis, Design, Development, Implementation, Evaluation), a systematic framework used in the development of learning materials. Here is a more detailed description of each stage of the research strategy:

- a. Analysis

Needs and Challenges Identification: Involves data collection to identify the needs and challenges in English language learning at the Junior High School level. This includes student needs, environmental potential, and local cultural values.

b. Design

Detailed Planning: Drafting a detailed plan for the development of learning materials. This includes determining the structure and theme of ethnoscience-based materials, designing content relevant to students' daily lives, and creating a lesson plan with a contextual approach.

c. Development

Material Creation: Developing learning materials according to the established design. This process includes producing materials, including text and ethnoscience-based activities.

Prototype Testing: Testing material prototypes with small groups of students.

Material Revision: Revising materials based on feedback from the testing phase.

d. Implementation

Material Application: Implementing learning materials in the actual environment, including collecting evaluation data from students and teachers at Junior High School in Semarang.

e. Evaluation

Assessing Material and Learning Process Effectiveness: Involves collecting evaluation data from students and teachers to evaluate the effectiveness of materials and the learning process.

Analysis of Learning Outcomes: Analyzing student learning outcomes before and after using the materials.

Interviews with Teachers and Students: Conducting interviews with teachers and students to gather feedback.

This research strategy is designed to provide a systematic and measurable approach in developing, implementing, and evaluating ethnoscience-based English learning materials in a contextual model. By following the ADDIE steps, it is expected that this research will produce high-quality and effective materials to support English language learning at the Junior High School level.

**a. Sample and Population:**

This research aims to examine the need for ethnoscience-based English language material in an educational contextual English language teaching model on student academic achievement. The target population of this research is junior high school students in Semarang. By taking into account various factors such as variations in learning environments and the level of access to the environment and culture in the city, the sample size is planned to be more than 70 students. A purposive sampling technique will be used to select participants who fit the inclusion criteria, which include their grade level and willingness to participate in this research. The participant selection process will be carried out carefully to ensure a balanced representation of students in junior high schools in Semarang.

Thus, the data obtained is expected to provide deeper insight into the relationship between teaching model development material in the learning process and student academic achievement in English subjects.

**b. The Research Instrument**

**3.3.1 Need analysis Questionnaire**

The research instrument utilized in this study comprises two separate questionnaires: the students' need analysis questionnaire and the teachers' need analysis questionnaire for ethno-science-based English materials. The students' need analysis questionnaire consists of fifteen questions, while the teachers' need analysis questionnaire consists of twelve questions. These questionnaires are designed to gather insights and feedback regarding the specific needs and

requirements of both students and teachers in relation to the development of ethnoscience-based English materials.

### **3.3.2 Expert Judgment Validation**

The material validation process is an important milestone in the teaching material development stage. At this stage, the presence and participation of material experts is crucial in ensuring the quality and suitability of the material being developed. They are selected based on their expertise and experience in the field of English as well as their professionalism in providing valuable input.

Through a process of communication and consultation with experts, the material that has been prepared can be assessed critically and in depth. The opinions and suggestions provided by material experts are an important basis for improving and increasing the quality of the material that has been developed. It is hoped that through their contribution, the resulting teaching materials can be more targeted and have a positive impact on the learning process. Thus, the material validation process is not just a formal step, but is also an important moment in determining the successful implementation of teaching materials in actual learning contexts.

### **3.4 Research Procedure**

This stage ensures that the material developed can overcome problems and achieve the set learning objectives. After that, at the Development stage, learning materials have been planned and developed in detail according to the specifications that have been determined. This process includes developing content, media, and instructions that are relevant to previously established learning objectives. The Implementation Stage includes the application of learning materials that have been developed in real learning situations. At this stage, the material is tested and evaluated to ensure its suitability and effectiveness in achieving learning objectives.

Finally, at the Evaluate stage, an evaluation is carried out on the effectiveness and success of the learning materials that have been implemented. This evaluation process includes data collection, analysis results, and compilation of recommendations for further improvement and development. Thus, through this structured and systematic process, the ADDIE model is able to provide a comprehensive framework for the development and implementation of effective and efficient learning materials in an educational context. The steps can be applied to educational programs developed through the following steps:

### **3.4.1 Analysis**

The initial stage in the process of developing learning materials using the ADDIE approach is Analysis. At this stage, an in-depth study was carried out involving data collection and evaluation of the needs and obstacles that might occur in the process of teaching English in junior high schools. This process includes various aspects, such as understanding students' needs thoroughly, identifying potential environmental influences, and analyzing local cultural values that can influence the learning process. In addition, an assessment of the existing English curriculum was also carried out to gain deeper insight into the existing learning environment. This analytical approach is supported by the use of questionnaires as a tool to collect relevant information from various related parties, such as students, teachers and school staff. The main goal of this stage is to identify students' challenges and needs comprehensively, so as to form a strong basis for developing learning materials that suit students' special needs and characteristics. Thus, this analytical step is a very important first step in the development process, because it can ensure that the learning materials developed will be able to overcome existing problems and have a positive impact on English language learning at the junior high school level.

### **3.4.2 Design**

Creating a detailed plan for developing teaching materials is a process that involves a series of careful and planned steps. The first step in this process is to



determine the structure and theme of the content that will be presented in the open materials. This involves exposing topics or concepts that are relevant to students' daily lives, so that learning material can provide more meaningful and contextual meaning for them. In this case, an ethnoscience-based approach can be a strong foundation, because it integrates scientific knowledge with the cultural context and environment around students.

After the content structure and themes have been determined, the next step is to formulate a learning plan with a contextual approach. This approach allows students to learn through experiences that are relevant to their daily lives, thereby increasing their understanding and involvement in the learning process. The learning plan formulated must consider various aspects, such as the learning objectives to be achieved, the learning methods to be used, the resources available, as well as the evaluation and assessment that will be carried out to measure learning success.

Apart from that, in preparing learning plans, it is also important to pay attention to various principles of effective learning design, such as student involvement in active learning, use of various learning resources and media, and use of technology that is relevant to the learning context. By preparing a comprehensive and well-structured learning plan, it is hoped that the teaching materials developed can provide meaningful and relevant learning experiences for students, as well as help them achieve the set learning goals.

### **3.4.3 Development**

Creating a comprehensive plan for the development of instructional materials involves a meticulous and well-planned series of steps. The first step in this process is to determine the structure and theme of the content that will be presented in the instructional materials. This entails identifying topics or concepts that are relevant to students' daily lives, thereby ensuring that the learning materials provide meaningful and contextualized content for them. In

this regard, an ethnoscience-based approach can serve as a strong foundation, as it integrates scientific knowledge with the cultural and environmental contexts surrounding students.

Once the structure and theme of the content have been determined, the next step is to formulate a lesson plan with a contextual approach. This approach allows students to learn through experiences that are relevant to their everyday lives, thereby enhancing their understanding and engagement in the learning process. The formulated lesson plan must take into account various aspects, such as the learning objectives to be achieved, the teaching methods to be employed, the available resources, and the evaluation and assessment methods to measure learning outcomes.

Furthermore, in formulating the lesson plan, it is important to consider various principles of effective instructional design, such as engaging students in active learning, utilizing diverse learning resources and instructional media, and leveraging relevant technology in the learning context. By creating a comprehensive and well-structured lesson plan, it is hoped that the instructional materials developed will provide students with meaningful and relevant learning experiences, helping them to achieve the designated learning objectives.

#### **3.4.4. Implementation**

Implementing learning material in a real environment involves a series of steps that cover various aspects. The first step is to ensure that the learning materials that have been developed are ready to be used in the classroom. This includes preparing everything necessary, such as written materials, additional teaching materials, and necessary learning devices or tools. Next, the learning material is introduced to students according to the learning plan that has been previously formulated.

During the implementation process, it is important to monitor and analyze the learning outcomes achieved by students. This involves direct observation of interactions between students and learning materials, as well as evaluation of student work, assignments, or exams given. This analysis can provide insight into the extent to which students have understood the learning material and achieved the learning objectives that have been set.

Additionally, insights and feedback from students and teachers are also important to collect during the implementation process. This can be done through interviews or questionnaires given to students and teachers to evaluate the effectiveness of learning materials, clarity of presentation, and relevance of content to learning needs. This feedback can provide valuable information that can be used to improve or enhance future learning materials.

By involving a thorough and thorough implementation process, along with analysis of learning outcomes and feedback from educational stakeholders, it is hoped that learning materials can become more effective and relevant in supporting the achievement of student learning goals.

### **3.4.5 Evaluation**

Evaluation of the effectiveness of learning materials and the learning process is an important stage in the learning material development cycle. This evaluation involves a series of activities designed to collect data about the extent to which the learning material succeeds in achieving the stated learning objectives and how effective the learning process is in supporting the achievement of these objectives.

The first step in evaluation is analyzing learning outcomes to measure students' level of understanding and achievement of learning material. This can be done through tests, assignments, or projects that provide a picture of the extent to which students have acquired targeted knowledge and skills. In addition, direct

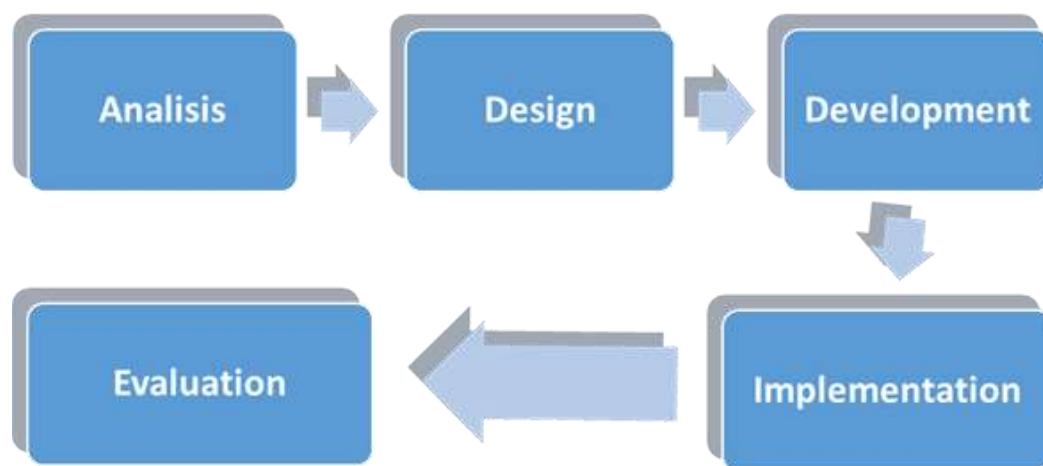
observation of student interactions with learning materials can also provide insight into the effectiveness of the presentation of the material and students' responses to it.

Furthermore, evaluation also involves collecting feedback from teachers and students about their experiences during the learning process. This can be done through interviews, questionnaires, or group discussions designed to evaluate the clarity of the material, the effectiveness of teaching methods, and the relevance of the content to learning needs. Feedback from teachers and students is very valuable because it can provide a direct perspective on the strengths and weaknesses of the learning material and the learning process implemented.

By analyzing this evaluation data thoroughly, learning material developers can evaluate the success of learning materials in achieving predetermined learning goals, identify areas that require improvement, and make changes or adjustments necessary to improve the quality and effectiveness of learning materials in the future. Careful and comprehensive evaluation is the key to ensuring that learning materials can make a maximum contribution to achieving student learning goals.

This research uses a circular and systematic approach to create and transmit open materials tailored to the needs of the learning environment. The first step in our method is to carefully list these needs. We then conducted extensive research to fully understand their basic educational needs. This first step is necessary to ensure that the development of this tool directly meets the needs of teachers and students. The next step in our method is to adapt the material to students' needs and use it in the classroom. Each step is carefully planned to make it easy to use in a variety of situations. The most important part of our method is that students use the materials we create. Provides an easy way to assess student performance against set educational goals. This evaluation stage is very important because it not only shows how useful the material is, but also

generates new ideas to support the next round of development. This suggests that research is focused on improving open materials over time. This research uses this method to provide a clear, repeatable path to creating open-ended materials that can be modified as classroom needs and goals change. This research follows research and development steps by adopting the approach proposed by Prof. Mr. Kemp, Mr. Morrison, Dr. Ross (2014) is discussed and presented in tabular form to encourage the research framework with the following illustrations as follows:



**Addie's Research Stages Source**

### **3.5 Techniques of Collecting Data**

In this research, a multiperspective approach to data collection was applied, utilizing various techniques to comprehensively gather valuable insights. Initially, a carefully designed questionnaire is administered to students and teachers, serving as a basic tool for conducting needs analysis. Crafted with precision, this questionnaire delves into the details of English language learning needs, presenting a series of carefully selected questions to elicit nuanced responses. Participants are presented with a series of specially selected questions, each offering multiple response options, thereby accommodating the multiple perspectives and needs inherent in the learning process. Through this method, a

rich data set is created, capturing the complex dimensions of learner and educator needs.

Furthermore, recognizing the irreplaceable role of qualitative inquiry, in-depth interviews were conducted with the teachers to complement and enrich the quantitative data obtained from the questionnaire. These interviews provide educators the opportunity to express their perspectives, experiences, and pedagogical insights with detail and nuance. Through this open dialogue, researchers gained deeper insight into the challenges, preferences, and aspirations that shape educators' approaches to English language instruction. The qualitative data obtained from the interviews brought to light the complexity of the instructional landscape, providing valuable context and depth to the overarching research question.

In addition to the participant-led data collection method, the study also solicited the expertise and perspectives of experienced professionals through an expert assessment questionnaire. This instrument, carefully designed to capture evaluative insights, draws on the collective wisdom of experts in the field of language education. Using a Likert Scale format, experts were invited to provide nuanced assessments and rankings based on established criteria, offering valuable perspectives on the pedagogical suitability, effectiveness, and applicability of the instructional materials studied. Through this collaborative engagement with experts, the research seeks to extract recommendations for action and best practices, enriching the discourse on English language instruction and curriculum development.

At its core, the comprehensive data collection strategy adopted in this research demonstrates a commitment to rigor, depth, and inclusivity, ensuring that the voices and perspectives of all stakeholders are heard and valued. Using quantitative surveys, qualitative interviews, and expert assessments, the research seeks to paint a holistic picture of the English language learning landscape,

forming the basis for informed decision making and transformative pedagogical practice.

### **3.6 Techniques of Data Analysis**

#### **a. Needs analysis questionnaire**

The data collected from the needs analysis questionnaire were analyzed using frequencies and percentages. Responses to each question were checked, and the highest percentage of answers to each question was deemed to indicate student needs. The percentage is calculated by dividing the frequency of a certain answer by the total number of respondents and multiplying it by 100%.

The data questionnaire analysis was conducted in several stages. The first stage was the preparation stage, which involved creating a question matrix and formulating the questions. The second stage was the implementation stage, and the third stage was the assessment stage. The questionnaire method used was a direct questionnaire, and the data obtained from the questionnaire consisted of score statements. The scores and assessment categories by teaching material experts and material experts can be seen in the following table:

score 5 for very good answer

score 4 for good answer

score 3 for decent answer

score 2 for not very good answers

score 1 for very poor answer

There are 2 item questionare data analys in the below;

1. An analysis regarding the need for ethno science-based English materials according to students' perspectives will be conducted. The results of this needs analysis will be obtained from a study focused on developing ethno science-based English materials for junior high school students. The analysis includes 17 questions, which will be presented in the table.

Table 1.1. This table reflects students' perspectives on ethno science-based English materials.

Average Score	Total Score	Category Teaching Material Assessment for teacher
1	0- 20	Very poor
2	20- 40	Not very good
3	40- 60	Decent
4	60- 80	Good
5	80- 100	Very Good

#### 1. Data Analysis of the Validation Test of Teaching Materials Experts and Material Experts

The evaluation process for the validation test of teaching materials and material experts involves presenting the teaching materials to experts using a provided assessment sheet. Subsequently, the assessment results are analyzed in terms of percentages, based on the scores received for each assessment item. This analysis is conducted after determining the value of each statement item, which is then accumulated to find the average score. The scores and assessment categories provided by teaching materials experts and material experts are displayed in the table below;

Table 1.2. This table reflects teacher' perspectives on ethno science-based English materials.



<b>Average Score</b>	<b>Total Score</b>	<b>Category Teaching Material Assessment for teacher</b>
1	0- 20	Very poor
2	20- 40	Not very good
3	40- 60	Decent
4	60- 80	Good
5	80- 100	Very Good

The evaluation process for the validation test of teaching materials and material experts involves presenting the teaching materials to experts using a provided assessment sheet. Subsequently, the assessment results are analyzed in terms of percentages, based on the scores received for each assessment item. This analysis is conducted after determining the value of each statement item, which is then accumulated to find the average score. The scores and assessment categories provided by teaching materials experts and material experts are displayed in the table below:

Table 1.3. The scores and assessment teaching materials experts and material experts

<b>Average Score</b>	<b>Total Score</b>	<b>Category Teaching Material Assessment for validator</b>
1	0- 20	Very poor
2	20- 40	Not very good
3	40- 60	Decent
4	60- 80	Good
5	80- 100	Very good

## **3.7 Research Roadmap**

### **3.7.1 Analisis**

The analysis of roadmap this research includes the analysis stage for developing ethnoscience-based English learning materials in a contextual model can be outlined as follows:

1. Analysis Stage:

Identify Needs and Challenges:

- a. Collect data on student needs, environmental potential, and local cultural values relevant to English language learning at Junior High School in Semarang.
- b. Conduct an analysis of the existing English curriculum to identify strengths, weaknesses, and areas for improvement.
- c. Determine barriers and student needs through the use of questionnaires distributed to students, teachers, and school staff.

2. Procedure for Analysis:

Data Collection and Evaluation:

- a. Conduct thorough research to understand the specific needs and challenges faced in teaching English at Junior High School in Semarang.
- b. Gather information on students' language proficiency levels, learning preferences, and cultural backgrounds.
- c. Evaluate the existing English curriculum to identify any gaps or areas that need enhancement.

3. Environmental Analysis:

- a. Identify potential environmental influences that may impact the English language learning process, such as socio-economic factors or access to resources.

- b. Assess how local cultural values and practices can be integrated into the English language learning materials to enhance relevance and engagement.

#### 4. Questionnaire Administration:

- a. Design and distribute questionnaires to students, teachers, and school staff to gather feedback on their perceptions of English language teaching and learning.
- b. Analyze questionnaire responses to identify common themes, challenges, and areas for improvement.

#### 5. Synthesis of Findings:

- a. Synthesize the findings from data collection, curriculum analysis, environmental assessment, and questionnaire responses to form a comprehensive understanding of the needs and challenges in teaching English at Junior High School in Semarang.
- b. Use these insights to inform the development of ethnoscience-based English learning materials that address the identified needs and overcome existing barriers.

By following this analysis stage and procedure, educators can gather valuable insights and data to inform the subsequent stages of material development, ensuring that the learning materials are tailored to meet the specific needs and characteristics of students at Junior High School in Semarang.

### **3.7.2 Design**

The design of roadmap this research includes:

1. Evaluate Effectiveness of Teaching Materials and Learning Process:
  - a. Collect evaluation data from Junior high school students and teachers in Semarang to assess the effectiveness of current teaching materials and the learning process.

- b. Analyze the collected data to identify strengths, weaknesses, and areas for improvement in existing materials and teaching methods.
2. Design Lessons Relevant to Students' Daily Lives:
  - a. Determine topics or concepts that are relevant to students' daily lives to ensure the learning materials are meaningful and contextual.
  - b. Incorporate an ethnosience-based approach to integrate scientific knowledge with the cultural context and environment around students.
3. Develop Lesson Plans with Contextual Approach:
  - a. Formulate a detailed learning plan with a contextual approach, considering students' backgrounds and cultural contexts.
  - b. Define clear learning objectives, methods, resources, and evaluation criteria to guide the development of lesson plans.

Procedure for Developing Teaching Materials:

1. Content Structure and Theme Determination:
  - a. Identify topics or concepts relevant to students' daily lives that will form the basis of the teaching materials.
  - b. Incorporate an ethnosience-based approach to integrate scientific knowledge with cultural context and environmental relevance.
2. Formulate Learning Plan with Contextual Approach:
  - a. Develop a comprehensive learning plan that aligns with students' backgrounds and cultural contexts.
  - b. Define clear learning objectives, methods, resources, and assessment criteria to ensure effective implementation of the teaching materials.
3. Principles of Effective Learning Design:
  - a. Ensure active student involvement in the learning process through interactive and participatory activities.

- b. Utilize diverse learning resources and media to cater to different learning styles and preferences.
  - c. Integrate relevant technology to enhance the learning experience and facilitate engagement with the material.
4. Comprehensive and Structured Learning Plan Preparation:
- a. Prepare a well-structured learning plan that addresses the identified needs and challenges in teaching English at Junior High School in Semarang.
  - b. Ensure alignment with the objectives of the ethnoscience-based approach and the contextual model to provide meaningful and relevant learning experiences for students.

By following this combined roadmap and procedure, educators can systematically develop teaching materials that are effective, relevant, and engaging for students at Junior High School in Semarang.

### **3.7.3 Development**

The development of roadmap this research includes:

1. Create Teaching Materials According to Established Design:
  - a. Produce teaching materials such as texts and ethnoscience-based activities in accordance with the predetermined design.
  - b. Ensure that the teaching materials align with the identified topics or concepts relevant to students' daily lives.
2. Test Prototype Materials on Small Groups of Students:
  - a. Conduct trials of the prototype materials with small groups of students from Junior High School in Semarang.
  - b. Gather feedback from students regarding the effectiveness, relevance, and engagement level of the materials.

### 3. Revise Materials Based on Trial Feedback:

- a. Analyze feedback received from the trial to identify areas for improvement in the teaching materials.
- b. Make necessary revisions to the materials based on the feedback received to enhance their quality and effectiveness.

### Procedure for Developing Instructional Materials:

#### 1. Determining Structure and Theme of Content:

- a. Identify topics or concepts relevant to students' daily lives to form the basis of the instructional materials.
- b. Utilize an ethnoscience-based approach to integrate scientific knowledge with cultural and environmental contexts.

#### 2. Formulating Lesson Plan with Contextual Approach:

- a. Develop a comprehensive lesson plan that incorporates a contextual approach to learning.
- b. Define clear learning objectives, teaching methods, resources, and assessment strategies aligned with the identified topics.

#### 3. Incorporating Principles of Effective Instructional Design:

- a. Engage students in active learning by designing interactive and participatory activities.
- b. Utilize diverse learning resources and instructional media to cater to different learning styles and preferences.
- c. Integrate relevant technology to enhance the learning experience and facilitate student engagement with the material.

#### 4. Creating a Comprehensive and Structured Lesson Plan:

- a. Prepare a detailed lesson plan that addresses the identified needs and challenges in teaching English at Junior High School in Semarang.

- b. Ensure alignment with the objectives of the ethnoscience-based approach and the contextual model to provide meaningful and relevant learning experiences for students.

By following this combined roadmap and procedure, educators can systematically develop instructional materials that are effective, relevant, and engaging for students at Junior High School in Semarang.

#### **3.7.4 Implementation**

The Implementation of roadmap this research includes:

1. Implementing Learning Materials in the Actual Environment:
  - a. Introduce the developed learning materials into the classroom environment at junior high schools in Semarang.
  - b. Ensure that all necessary materials, resources, and tools are prepared for use during the implementation process.
2. Analyzing Student Learning Outcomes:
  - a. Monitor and assess student learning outcomes before and after the implementation of the materials.
  - b. Evaluate student performance, assignments, and assessments to measure the effectiveness of the learning materials in achieving learning objectives.
3. Conducting Interviews with Teachers and Students:
  - a. Engage in interviews or administer questionnaires to teachers and students to gather feedback on the effectiveness and relevance of the learning materials.
  - b. Obtain insights into the clarity of presentation, engagement level, and overall impact of the materials on student learning outcomes.

### Procedure for Implementing Learning Materials:

#### 1. Preparation for Implementation:

- a. Ensure that all necessary materials, resources, and tools are prepared and organized for use in the classroom.
- b. Familiarize teachers with the learning materials and provide any necessary training or guidance for effective implementation.

#### 2. Introduction of Learning Materials:

- a. Introduce the learning materials to students according to the established lesson plan and schedule.
- b. Provide clear instructions and guidance on how to use the materials effectively for learning purposes.

#### 3. Monitoring and Analysis of Learning Outcomes:

- a. Monitor student progress and performance throughout the implementation period.
- b. Collect and analyze data on student learning outcomes, including assessments, assignments, and observations of classroom interactions.

#### 4. Gathering Feedback from Teachers and Students:

- a. Conduct interviews or administer questionnaires to gather feedback from teachers and students regarding their experiences with the learning materials.
- b. Encourage open and honest communication to identify strengths, weaknesses, and areas for improvement in the materials.

#### 5. Iterative Improvement Process:

- a. Use the feedback collected to identify areas for improvement or refinement in the learning materials.



- b. Make necessary adjustments or revisions to enhance the effectiveness and relevance of the materials for future use.

By following this combined roadmap and procedure, educators can systematically implement and evaluate learning materials to ensure their effectiveness and relevance in supporting student learning outcomes.

### **3.7.5 Evaluation**

The evaluation of roadmap this research includes:

1. Evaluating the Effectiveness of Teaching Materials and Learning Process:
  - a. Collect evaluation data from students and teachers at junior high schools in Semarang.
  - b. Analyze the collected data to assess the effectiveness of the teaching materials and the learning process.
  - c. Ensure that ethical considerations, such as obtaining informed consent and maintaining confidentiality, are upheld throughout the evaluation process.
2. Analyzing Student Learning Outcomes:
  - a. Assess student learning outcomes before and after the use of the materials to measure the impact on their knowledge and skills.
  - b. Utilize various assessment methods, such as tests, assignments, and projects, to gauge student understanding and achievement.
3. Conducting Interviews with Teachers and Students:
  - a. Interview teachers and students to gather qualitative feedback on their experiences with the teaching materials and learning process.
  - b. Use interviews to gain insights into the strengths, weaknesses, and areas for improvement of the materials and instructional methods.

#### Procedure for Evaluation:

##### 1. Data Collection:

- a. Collect evaluation data from students and teachers through surveys, questionnaires, and interviews.
- b. Ensure that participants are provided with informed consent and that their confidentiality is maintained throughout the data collection process.

##### 2. Analysis of Learning Outcomes:

- a. Analyze student performance on assessments and assignments to measure their understanding and achievement of learning objectives.
- b. Compare pre- and post-test scores to assess the impact of the teaching materials on student learning outcomes.

##### 3. Interviews with Teachers and Students:

- a. Conduct interviews with teachers to gather their perspectives on the effectiveness of the teaching materials and instructional methods.
- b. Conduct interviews with students to obtain feedback on their experiences with the materials and their perceived impact on their learning.

##### 4. Ethical Considerations:

- a. Ensure that informed consent is obtained from all participants involved in the evaluation process.
- b. Maintain confidentiality and anonymity of participants' responses to protect their privacy and ensure ethical standards are upheld.

By following this combined roadmap and procedure, researchers can systematically evaluate the effectiveness of teaching materials and the learning

process, ensuring that they meet the needs of students and contribute to their language acquisition and cultural appreciation.

Throughout the research roadmap, ethical considerations, such as obtaining informed consent and ensuring confidentiality, will be maintained. The roadmap aims to develop high-quality English learning materials that are contextualized and aligned with the cultural backgrounds and local customs of the students, enhancing their language acquisition and cultural appreciation.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **4.1 Research Results**

The ADDIE model is a teaching material development model that consists of a series of systematic steps to overcome learning problems that focus on learning resources according to student needs and characteristics (Widyastuti & Susiana, 2019). This model consists of several stages that are interrelated and complement each other. The first stage is Analysis, where problem solving is completed and learning needs are resolved. This stage is important for understanding the context and learning objectives. Next, the Design stage is carried out to plan the structure and content of the open material that will be developed. This design involves the arrangement of materials, teaching strategies, and formats to be used.

After the Design stage, the open material development process is carried out in the Development stage. This stage includes making open materials according to a previously designed plan. Teaching materials are developed by taking into account the principles of effective learning and methods that suit student characteristics. After the teaching materials have been developed, the next stage is Implementation, where the teaching materials are applied in the actual learning context. Teachers or learning facilitators use teaching materials that have been developed to guide students in achieving predetermined learning goals.

The final stage in the ADDIE model is Evaluation, where an assessment of the effectiveness of the open material and the overall learning process is carried out. Evaluation is carried out to see whether the learning objectives have been achieved and to identify areas that need improvement. The evaluation results are used to revise and improve the teaching materials that have been

developed, as well as to improve the learning process so that it is more effective in the future.

Through the ADDIE model, the process of developing teaching materials becomes more structured and organized, thus enabling developers to design and implement teaching materials that are more effective and relevant for students. By following the steps set out in the ADDIE model, teaching material developers can ensure that the material they develop can meet students' needs and expectations, as well as achieve the learning objectives that have been set.

#### **4.2 Result of Need Analysis**

This first phase, analysis, is the problem identification phase. Next, select the problem you want to investigate and decide what type of solution is appropriate. This creates learning objectives for the analysis phase and is used as material for the design phase. (Ghani, Muhammad Tawfiq Abdul Abu et al., , 2018). Student analysis is important because it can facilitate the selection of knowledge and the natural environment that students need to learn (Ummu Nasibah et al. , 2015).

The analysis carried out in this research analyzes the problems that junior high school students usually face when learning English. The problem we found when studying English teaching materials in junior high school was the lack of example sentences and the lack of application of knowledge of English sentences that can explain the relationship between sentence structure and function. Below are the results of data collection to determine science. The results of the analysis of ethnic academic English material needs were obtained from teacher and student needs questionnaire responses. The need for Ethnoscience English teaching materials at SMPN 14 Semarang in this research was determined based on the results of a needs analysis based on teacher and student perceptions. Developmental needs assessments are carried out by asking teachers and students to fill out a needs questionnaire.

The results of the needs analysis can be expressed as follows.

1. Analysis of needs for ethnic English teaching materials based on students' ideas Y Junior High School in Semarang Results of analysis of needs for ethnic English teaching materials for junior high school students. It contains the following 10 questions.

Table 1.1 Ethnoscience English Material Based on Student's opinion.

NO	QUESTIONS	TOTAL ANSWERS	
		YES	NO
1	I find it difficult to learn English	65	5
2	I find it difficult to answer English questions	66	4
3	I am interested in the material used by teachers in teaching English so far	9	61
4	I need interesting materials to learn English	70	-
5	I like learning English material that related to my daily activities	69	1
6	I like English material that is in accordance with the local culture	65	5
7	I like English material that can grow my love for cultural values	63	7
8	I want English lessons not only theory but need to practice it through student activities	60	10
9	I understand English material better if it is related to everyday life and the culture of the surrounding community	63	7
10	I agree if English material is developed related to the culture of the local community	64	6

The data presented in Table 1.1 underscores the urgent necessity for the development of ethnoscience English teaching materials tailored to the needs of students. It is evident that there is a pressing need for engaging and culturally

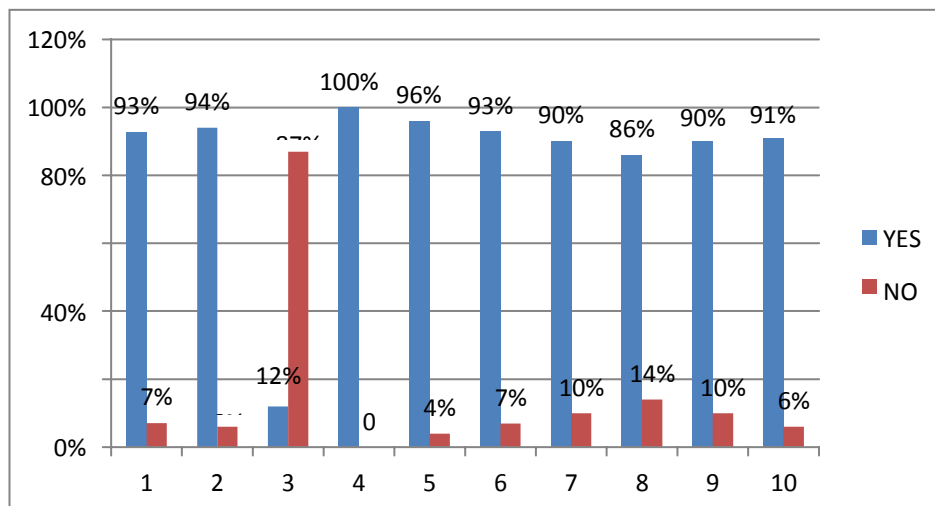
relevant materials that resonate with the daily experiences and cultural contexts of students and local communities. Historically, students have faced challenges in English learning stemming from a lack of interest in traditional teaching methods. Furthermore, comprehension difficulties and struggles with English-related tasks have been commonplace among students.

In response to these challenges, educators have sought to leverage various educational technologies and platforms to enhance the learning experience. Popular applications such as Zoom, Google Meet, Microsoft Teams, Google Classroom, WhatsApp, YouTube, and Skype have been widely utilized by teachers to facilitate learning activities. However, despite the availability of these tools, students' passivity and limited engagement with the learning materials remain significant concerns. The disconnect between English learning and students' daily lives and cultural backgrounds further exacerbates these challenges.

Recognizing the need for transformative approaches to English education, stakeholders unanimously agree on the importance of developing ethnoscientific English teaching materials. It is widely acknowledged that English learning should transcend mere theoretical understanding and instead emphasize practical application through active student participation. Central to this endeavor is the creation of content that is not only academically rigorous but also deeply rooted in the lived experiences and cultural values of the local community.

In essence, the call for the development of ethnoscience English teaching materials represents a paradigm shift in English education, one that prioritizes relevance, engagement, and cultural sensitivity. By embracing this holistic approach, educators aim to cultivate a more dynamic and immersive learning environment that empowers students to excel in English language acquisition while fostering a deeper appreciation for their cultural heritage.

For more details, the percentage results are shown in Figure 2 below.



**Figure 1. Percentage Result of Need Analysis Ethno Science- Based English Material According To Students' Perceptions**

2. Needs analysis from the teachers' perspective is an important step in developing Ethno Science-based English language materials. To collect data on these needs, a questionnaire was designed and distributed to teachers. This questionnaire consists of twelve questions designed to gain a comprehensive understanding of what is needed by teachers in Ethno Science-based English language teaching. Three teachers have participated in this research and provided their responses to the questions in the questionnaire.

The results of the needs analysis from the teachers' perceptions are then processed and presented in a table. The table contains a summary of the teachers' responses to the questions in the questionnaire. The data obtained from this analysis provides a clear picture of what teachers consider important in developing Ethno Science-based English language materials.

From the results of this analysis, it can be concluded that the teachers recognize the importance of developing Ethno Science-based English language materials to improve students' English learning. They highlight the need for



materials that are relevant to students' cultural and environmental contexts and take into account students' individual needs in the learning process. Apart from that, teachers also emphasize the importance of materials designed in an interesting and challenging way in order to motivate students in learning.

Table 1.2. Analysis of The Need For Developing Ethno Science- Based English Material According To Teachers' Perceptions

NO	QUESTIONS	TOTAL ANSWERS	
		YES	NO
1	Does the English learning process that has been implemented can make students be pleased?		3
2	Is learning the English transfer themes unpleasant?	3	
3	Do students have difficulty in learning the English?	3	
4	Does the English material really help students in achieving English learning objectives?	3	
5	Do you agree if the ethno science-based English material is used to help English learning?	3	
6	Are students more interested if the material is related to the potential that exists in the environment around where they live?	3	
7	Have you ever used ethno science-based English material in teaching?		3
8	Is it necessary to use ethno science-based English material in the English learning process?	3	
9	Do you teach English by linking the surrounding culture?	1	2
10	Does English material need to be taught by linking the surrounding culture?	3	
11	Are ethno science-based English material an interesting material?	3	
12	Is the use of ethno science-based English material in English learning necessary?	3	

The needs analysis of the teachers' perceptions provides an in-depth understanding of their needs and expectations in Ethno Science-based English language development materials. The information obtained from this analysis will become a strong basis for designing and developing materials that suit the needs and expectations of teachers and meet the learning objectives that have been set.

The insights gleaned from the findings presented in Table 1.2 underscore the critical need for the development of ethnoscientific English materials as perceived by educators. It is evident that the current approaches to English instruction have fallen short in eliciting student engagement and fostering effective learning outcomes. Students' struggles with English learning have persisted, posing significant challenges for both educators and learners alike. In light of these challenges, teachers are in dire need of innovative and captivating materials that can reinvigorate the English learning process and reignite students' enthusiasm for language acquisition.

Recognizing the limitations of existing instructional materials, educators are united in their conviction that the development of ethnoscientific English materials holds tremendous promise in addressing the shortcomings of traditional pedagogical approaches. By integrating elements of ethnoscientific inquiry into English instruction, teachers aim to create a more culturally responsive and contextually grounded learning experience. This approach not only enriches students' linguistic competencies but also fosters a deeper appreciation for their local cultural heritage.

The decision to embark on the development of ethnoscientific English materials reflects a commitment to student-centered pedagogy and a recognition of the importance of aligning instructional materials with students' cultural values and lived experiences. By contextualizing English learning within the framework of ethnoscientific principles, educators seek to create a learning environment that

is both relevant and engaging for students. Moreover, ethnoscientific English materials are viewed as a potent tool for enhancing students' English proficiency and equipping them with the skills needed to thrive in an increasingly interconnected world.

In summary, the impetus for developing ethnoscientific English materials stems from a collective recognition of the inadequacies of current instructional practices and a shared commitment to fostering meaningful learning experiences for students. By harnessing the power of ethnoscientific inquiry, educators endeavor to cultivate a learning environment that nurtures students' linguistic abilities while honoring their cultural identities and heritage. Through this collaborative effort, the development of ethnoscientific English materials represents a pivotal step towards realizing a more inclusive, culturally responsive, and effective approach to English language instruction.

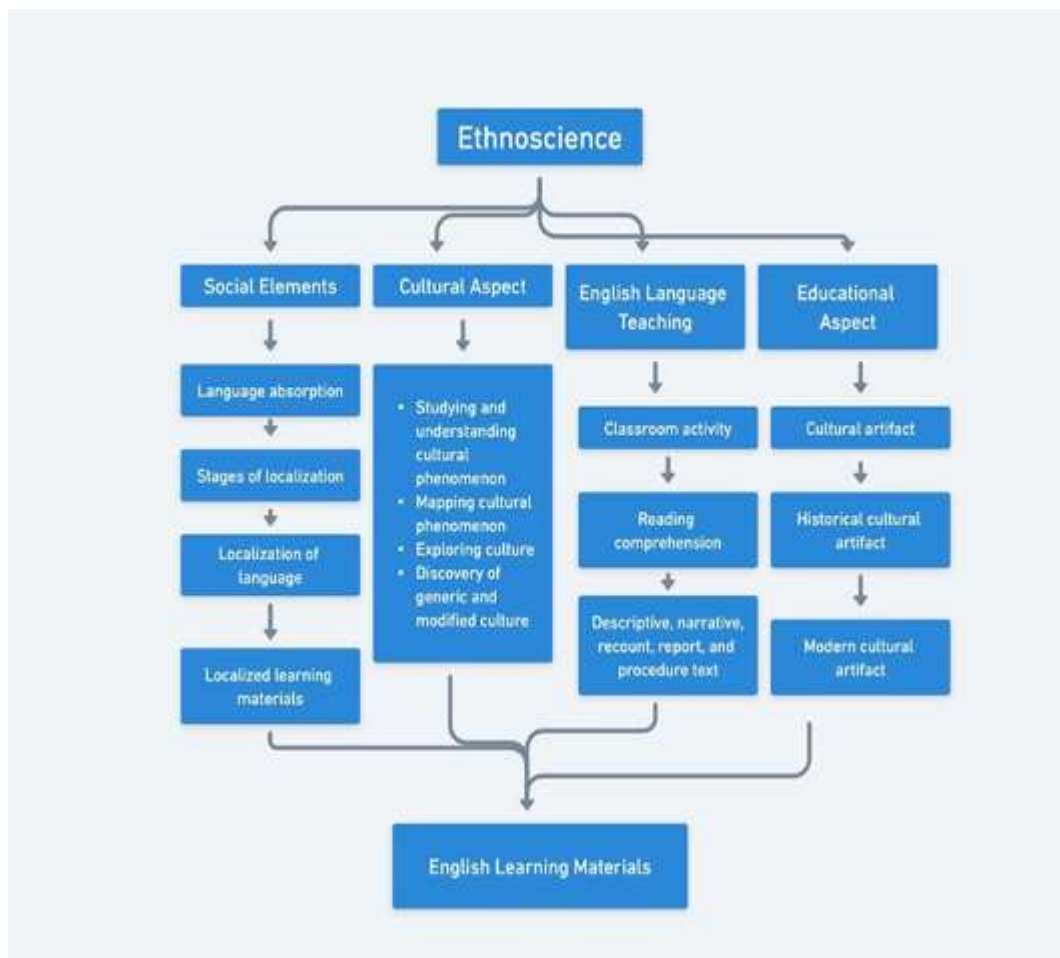
### **4.3 Result of Design**

This study aims to integrate ethnoscience concepts in the development of English Language Teaching (ELT) materials, recognizing the significant role of cultural diversity in the context of language education. The focus of this research is divided into two main, interrelated objectives. First, is to carefully develop ELT materials that are able to combine ethnoscience concepts harmoniously, creating a learning environment that allows the integration of cultural knowledge with language proficiency. Second, is to carry out thorough expert validation of the materials to ensure their pedagogical appropriateness and cultural suitability. This approach is a departure from traditional language teaching methods, by directly integrating cultural elements into the language learning process, which is expected to promote an inclusive and effective learning experience.

The need for this innovative approach has been emphasized in our previous publications, highlighting a comprehensive needs analysis as the basis for our current efforts. The essence of this research is to examine the role of ethnoscience in the development of English Language Teaching (ELT) materials

and validate these materials with the help of cultural and linguistic experts. Our findings were collected based on four main interconnected themes, namely Social Elements, Cultural Aspects, English Language Teaching, and Educational Aspects. These four themes form the basis of the structure and content of the English Learning Materials that we develop.

This approach emphasizes that language learning includes not only aspects of grammar and vocabulary, but also a deep understanding of the cultural context in which the language is used (Lyon, 1981). Thus, aspects of ethnoscience-based English learning materials can be comprehensively explained as follows:



**Figure 2. Ethnoscience in ELT Material Development**

**The social element** in developing ethnoscientific English learning materials is an important aspect that recognizes the important role of social interaction and the learning environment in the language learning process. Understanding that language is a social phenomenon that is closely related to the cultural context greatly enriches the language learning experience. In this context, it is important to outline the social factors that form the basis for the development of this material.

1. **Language Absorption:** This stage is the beginning of the language learning process where learners react to English through various social interactions, such as conversations with native speakers, multimedia resources, and participation in social media. This approach gives learners the opportunity to naturally absorb a variety of language-specific contextual cues, accents, intonations, and cultural nuances.
2. **Stages of Localization:** After the initial recording phase, a language localization process is carried out to adapt the language to the local learner context. This localization includes several aspects.
3. **Localization of Language:** Adaptation of language to local cultural references, such as idioms and slang used in a community.

**Contextual Relevance:** editing learning materials presented in a context that is familiar and relevant to students' daily lives. **Gradual Learning:** Builds a strong understanding of the language by gradually introducing aspects of the local language while respecting the structure of the learner's native language. **Language integration into the local context:** This step aims to fully integrate the language into the local cultural context. This can be done in various ways, including: Use culturally relevant examples. Using local examples in learning materials, such as place names, local figures, and cultural events that are important to students' daily lives.

**Customize Content:** Customize learning content to include local folklore, current events, or other content that meets your students' needs and interests. **Language Diversity:** recognizing and respecting the

linguistic diversity that exists within our learning communities and providing space for students to use their languages with confidence.

**Development of local materials:** The end result of this integration process is the creation of learning materials that reflect students' cultural and social realities. The material is not only directly translated, but also designed to be culturally appropriate.

4. Localized Learning Materials are adapted to students' cultural identities and experiences.

**Interesting and Relevant:** Learning content is designed to be interesting and relevant to students' social and cultural backgrounds.

**Effective learning with materials:** pedagogically designed to create a conducive learning environment and help students develop a deep understanding of the language.

Ethnoscience-based English learning materials emphasize the importance of social factors and show that language learning is not just learning grammar and vocabulary, but is an active interaction with the learner's social and cultural environment.

### **Cultural Aspect Based of the Research**

This holistic approach allows students to learn English in a meaningful way that connects to and honors their social identity and cultural traditions.

In designing Ethnoscience-based English learning materials, this approach combines linguistic aspects with cultural immersion. This process begins by conducting a thorough study and in-depth understanding of relevant cultural phenomena, including customs, traditions and social behavior that are typical of a particular culture. This initial step has great importance because it forms the basis for the development of educational materials that not only pay attention to linguistic aspects, but also estimate the cultural richness and background of students.

Deep understanding of cultural phenomena involves a process of careful analysis of various relevant cultural aspects. This includes the study of the values, norms, and traditions that develop in that society. With a deep understanding of culture, learning material developers can identify cultural elements that can be integrated into English language learning.

In addition, thorough research also involves identifying learners' needs and preferences related to English language learning. This allows material developers to design learning content that is not only linguistically relevant, but also interesting and appropriate to students' interests and backgrounds.

By combining linguistic aspects and cultural immersion in designing English language learning materials, the main goal is to create a learning environment that allows students to develop a holistic understanding of language and culture. Thus, these learning materials not only help students improve their English skills, but also open new insights in understanding and appreciating the cultural diversity around them.

### **1. Studying and Understanding Cultural Phenomenon**

This process involves an in-depth exploration of various cultural phenomena that include customs, traditions, beliefs, and social behavior typical of a particular culture. The goal is to gain a deeper understanding of how culture influences language and communication processes. This step is fundamental in creating learning materials that are culturally insightful and respect the cultural background of the students themselves.

In carrying out this exploration, material developers must dive into various cultural aspects carefully and deeply. They need to learn the social norms, values and traditions that plague the lives of that society. In addition, they must also pay attention to religious beliefs and practices that influence the way they communicate and interact in that society.

By understanding the impact of culture on language and communication, learning material developers can design content that is more relevant and meaningful for students. Culture-based learning materials can help the interaction between the language being studied and the context of students' daily lives, so that the learning process becomes more interesting and meaningful for them. In addition, by respecting students' cultural backgrounds, learning materials can help strengthen their identity and appreciation for their own cultural heritage. This can also open up space for cross-cultural learning, where students can share and understand each other's cultural diversity.

Thus, this step becomes an important basis in efforts to create more inclusive and relevant learning materials, which not only help students improve language skills, but also deepen their understanding of the culture and values inherent in the society in which they live.

## **2. Mapping Cultural Phenomenon**

This process refers to the systematic representation of cultural phenomena and their correlation with language learning. This involves a careful exploration of various aspects of culture, which includes identifying key cultural concepts, practices and values. Apart from that, this process also aims to illustrate how these cultural phenomena are expressed or influenced by language. This step is key in compiling learning materials that are appropriate to the cultural context and reflect authentic linguistic expression. By understanding the relationship between language and culture, material developers can create content that is relevant and meaningful for students.

For example, in identifying cultural concepts and values, materials developers may explore themes such as politeness, social hierarchy, or family values in a culture. They can then relate these concepts to typical language structures and uses, such as word choice, grammar, or the way of communication used.



In addition, through the incorporation of cultural practices in learning materials, students can understand more deeply how language is used in everyday contexts. For example, the use of certain expressions or phrases in informal or formal conversations can be reflected in learning materials, so that students can gain a more comprehensive understanding of language use in various situations.

Thus, this step plays a key role in compiling learning materials that not only involve linguistic aspects, but also respect and reflect the cultural diversity that exists among students. This enables deeper and more inclusive learning, which enriches students' understanding and learning experiences.

### **3. Exploring Culture**

This process involves active engagement with culture in the context of language learning. Developing deeper into culture involves a comprehensive exploration of various aspects of culture, including literature, art, history, and social practices. This creates opportunities for learners to see how language interacts with these cultural elements in everyday life.

When learners have the opportunity to explore culture, they can gain a deeper understanding of language use in different contexts. For example, they can learn how certain expressions or phrases are used in literature or art, or how the structure of language reflects cultural values in a nation's history.

Additionally, in understanding the variations and diversity within a culture, learners can develop tolerance and a better understanding of cultural differences. This is very important in designing learning materials that reflect the diversity that exists among students. By including various cultural aspects in learning materials, material developers can create inclusive and enriching learning environments.

Thus, active engagement with culture in a language learning context opens the door for learners to broaden their horizons about language and culture. This creates a deeper and more meaningful learning experience, which helps learners to develop a better understanding of the world around them.

#### **4. Discovery of Generic and Modified Culture**

The discovery phase in developing English learning materials focuses on the introduction of two main types of elements, namely generic elements and modified cultural elements. General cultural elements refer to traditions and norms that have existed in a culture for a long period of time, while modified cultural elements reflect the changes and adaptations that occur in contemporary culture. By considering both types of elements, English learning materials can present a dynamic view of culture, encompassing both traditional and contemporary perspectives.

In this discovery process, it is important to identify cultural elements that have strength and attraction in the context of language education. These elements can then be integrated into learning materials to create valuable and meaningful learning experiences for students. By paying attention to changes that occur in contemporary culture, learning materials can enrich students' insight into various cultural aspects that are relevant in everyday life.

In addition, combining developing cultural elements with traditional cultural elements helps create more dynamic and relevant learning materials. This allows learners to develop a more holistic understanding of culture, as well as improving their ability to communicate in a variety of different cultural contexts. Thus, the discovery phase in developing English learning materials becomes an important basis in enriching students' learning experiences by combining diverse and dynamic cultural elements.

## **English Language Teaching**

The third component of the Ethnoscience-based English language learning materials framework is 'English Language Teaching', which emphasizes a structured approach to language teaching. Teaching English is a key aspect in delivering learning material in an effective and systematic way. In teaching English, there are several components that are important to pay attention to so that learning objectives can be achieved well. The following is a breakdown of the main components of English language teaching in the context of developing Ethnoscience-based learning materials.

The following is a breakdown of its components:

### **1. Classroom Activity**

The application of interactive and practical language learning in the classroom is a very effective approach in facilitating students in actively developing English language skills. This approach allows students to be directly involved in the use of English in various communicative situations that are relevant to everyday life. Well-designed learning activities will encourage students to interact with each other and with the teacher in English, thereby improving their abilities in speaking, listening, reading, and writing.

Interactive and practical learning activities can include various methods, such as group discussions, role plays, debates, and language games. Group discussions allow students to share opinions, broaden their horizons, and learn from their classmates' perspectives. Role playing allows students to practice communicating in a variety of social contexts, such as playing the roles of customer and salesperson in a shopping situation. Debata can help students strengthen their arguments and broaden their horizons in English. While language games such as word puzzles, quizzes, or board games with English rules allow students to learn while having fun.

Through these various activities, students actively not only learn English

in general, but also develop social and cooperation skills. They learn to work together in groups, listen to other people's opinions, express their own opinions, and solve problems together. In addition, these activities also create a fun and refreshing learning environment, which encourages student motivation and involvement in the learning process.

Thus, implementing interactive and practical English learning in the classroom is an important step in improving the effectiveness of English language teaching and enriching students' learning experiences. By actively engaging students in the use of English in a variety of communicative contexts, this approach prepares them well to interact in real-life situations and improves their overall English proficiency.

## **2. Reading Comprehension**

Developing skills in understanding written English is an important aspect in the language learning process. A focus on these skills allows students to understand texts in a variety of forms, including articles, stories, essays, and other written content. This approach is a pressure strategy for interpreting texts, understanding the context in which the text is presented, and carrying out critical analysis of the material presented.

One important aspect of developing written English comprehension skills is students' ability to dissect text. This involves the process of identifying important elements in the text, such as the main idea, supporting details, text structure, and writing style. By dissecting texts, students can increase their understanding of the message conveyed by the author as well as develop their critical analysis skills.

In addition, developing written English comprehension skills also includes applying strategies to understand the context in which the text is presented. This includes an understanding of who the author is, the purpose of

writing, the intended audience, and the cultural and historical background behind the text. By understanding the context, students can better understand the meaning and purpose of the text.

Critical analysis of written material is also an important component of developing written English comprehension skills. This involves evaluating the arguments presented, assessing the accuracy of the information, as well as reflecting on the point of view taken by the author. By carrying out critical analysis, students can develop the ability to think critically and objectively about the texts they read.

Overall, the development of written English comprehension skills involves a comprehensive and continuous process. Through applying strategies for interpreting texts, understanding context, and conducting critical analysis, students can increase their understanding of written English as well as develop the skills necessary to succeed in a variety of communication and academic situations.

### 3. **Descriptive, Narrative, Recount, Report, and Procedure Text**

Developing skills in understanding written English involves understanding the various types of texts that students can encounter and study. Each type of text has a specific purpose and structure that students must understand to be able to produce text well. Below, I will go into more detail about each type of text and the approaches that can be used in learning English:

- **Descriptive text:** Descriptive text aims to provide an overview or description of people, places, events or ideas. Students are invited to use rich descriptive language to describe objects or concepts discussed in the text. To develop students' skills in understanding descriptive text, approaches that can be used include text structure analysis, identification of descriptive vocabulary, and practice writing descriptions of given

objects or places.

- **Narrative text:** This type of text tells a story or story about an event or experience. Students are invited to understand narrative structure, including introduction, conflict, climax, and resolution. To help students understand narrative texts, approaches that can be used include reading and studying short stories, understanding narrative elements such as plot and characters, and rewriting existing stories using the correct structure.

- **Recount text:** This type of text retells past events with the aim of informing or entertaining. Students will learn to arrange events chronologically and explain the chronology of events clearly. An effective approach in learning recount text includes reading and interpreting existing recount text, identifying the sequence of events in the text, and rewriting personal experiences or experiences told in the recount text.

- **Report text:** The report text presents information about something, usually as a result of research or analysis. Students will be invited to use accurate and formal language to convey information systematically. Useful approaches in learning report texts include studying the structure of report texts, identifying key information and details in the text, and writing reports on topics that are relevant to students' lives.

- **Procedure text:** This text provides instructions or directions on how to do something. Students will learn to identify the steps in procedures presented in texts and use imperative language accordingly. To help students understand procedural texts, approaches that can be used include learning vocabulary related to the instructions, understanding the structure of procedural texts, and following the steps in the instructions to perform certain tasks. The following table categorizes various topics

and activities that can be used to create English learning materials with a focus on local culture and practices, allowing learners to engage with the language in a context that is meaningful and relevant to them.

The following table categorizes various topics and activities that can be used to create English learning materials that emphasize local culture and practices. By incorporating elements of students' culture and daily life into learning materials, students will be more involved and motivated to learn English because the material becomes more meaningful and relevant for them.

**Table 1. The Ethnoscience-based English Learning Materials in Contextual Model based of the finding Research**

Type of Text	The Ethnoscience-based English Learning Materials in Contextual Model
Descriptive	The text gives more detailed information for the form of buildings, objects, or people.
	1. Hide and seek at Pedurungan
	2. Bolambat game
	3. Brobosan tradition
	4. Tradition of Suronan
	5. Traditional rope skipping
	6. Kupat Jemput/Kupat sumpel
	7. Tahu Gimbal food

Narrative	A text that tells a sequence of events from a story that happened in the past about the origin of an area, culture, language, and local specialties.
	1. Jami' Suman Kalijogo Mosque in Penggaron Kidul
	2. The origin of Sendangguwo
	3. Nyadran
	4. Mushola Al- Amin
Recount	5. Lumpia
	The Text tells the storyteller's experience by providing information about local culture and customs.
	1. Sorak Huray
	2. Kite Game in Tlogomulyo area
Procedure	3. Egrang (stilts)
	The texts that provide information about activities on how to make traditional foods and drinks.
	1. How to make Jongkong
Report	2. Mitoni
	The text that provides complete information based on an analysis of local arts, language, culture, and customs.
	1. Riwoondo offering ritual in Semarang
	2. Popokan (diapers)
	3. Walimatu Khitan (Celebration)



Teaching various types of texts in English Language Learning not only aims to improve students' understanding of English, but also to equip them with the skills to produce quality English writing. This is an important key in developing students' overall language competence. A structured approach in teaching English is a crucial foundation in the framework of Ethnoscience-based learning materials.

The approaches intertwined above provide a guarantee that students do not just learn English as just a collection of words and grammatical rules, but also become proficient in applying the language in various cultural contexts that are relevant to their life experiences. In this way, students are not only expected to be able to understand and convey messages effectively in English, but also to be able to respond and interact with the culture contained in this language.

Through a structured approach to teaching English, students will be given the opportunity to explore and understand various types of texts used in everyday life, both in social, academic and professional contexts. In this way, they will learn how to use English appropriately and effectively in the various communicative situations they encounter in their daily lives.

In addition, a structured approach also helps students to develop skills in analyzing, interpreting, and teaching the English texts they read or hear. They will be invited to understand the meaning contained in the text, both literally and figuratively, as well as identify the cultural elements reflected in the language. This will help them to understand and appreciate the cultural diversity around them, and respond to it more wisely and tolerantly.

Thus, a structured approach in teaching English not only provides students with the necessary linguistic skills, but also helps them to become more knowledgeable global citizens and sensitive to cultural differences. By understanding and appreciating other people's cultures, students will be better

prepared to interact with the outside world and become part of an increasingly connected and diverse global society.

### **Educational Aspect**

The "Educational Aspect" of Ethnoscience-based English learning materials pertains to the integration of educational theories and practices into the design of language learning resources, ensuring that they are pedagogically sound and cater to various learning needs. This aspect can be broken down into two main components:

#### **1. Cultural Artifact**

This component recognizes the value of using objects, texts, and resources that carry cultural significance as effective educational tools. In the context of English language teaching, this approach encompasses a wide array of practices and activities aimed at enhancing students' linguistic and cultural understanding.

One aspect of this involves incorporating culturally relevant materials into the curriculum, such as literature, historical documents, artifacts, and multimedia resources that reflect diverse cultural perspectives and experiences. By exposing students to a variety of authentic cultural materials, educators can help them develop a deeper appreciation for different cultures and traditions while simultaneously strengthening their language skills.

Furthermore, this component encourages educators to integrate cultural elements into language learning activities and exercises. For example, teachers may design tasks that require students to analyze culturally themed texts, discuss cultural customs and practices, or engage in role-playing scenarios set in culturally diverse contexts. By contextualizing language learning within cultural frameworks, students can gain a more nuanced understanding of language use

and cultural norms, enhancing their overall language proficiency and intercultural competence.

Moreover, leveraging culturally significant objects and resources can provide tangible learning experiences that foster deeper engagement and understanding among students. This may involve using cultural artifacts, artworks, or multimedia materials as prompts for language learning activities, discussions, or projects. By interacting with authentic cultural artifacts and resources, students can develop critical thinking skills, empathy, and a broader worldview.

In summary, this component emphasizes the importance of integrating culturally relevant objects, texts, and resources into English language teaching to enrich students' learning experiences and promote intercultural understanding. By embracing cultural diversity and incorporating it into language learning, educators can create inclusive and meaningful learning environments that empower students to become global citizens who are proficient in both language and culture.

## **2. Historical Cultural Artifact**

This component initiates the use of various objects or texts that have historical value in them, whether they come from the culture of origin or the culture being studied. These artifacts act as a gateway for discussions on various aspects of history, traditions and developments over time, providing a fertile foundation for language learning. They not only serve as a tool to hone language skills, but also to practice cultural literacy understanding. By using objects or texts laden with historical value, students are invited to explore cultural complexity, increase their understanding of the cultural context, and deepen their language skills along with a deeper understanding of the related cultural elements. This approach not only improves students' proficiency in English, but also broadens their view of the cultural heritage associated with the language.

### 3. Modern Cultural Artifact

Integrating contemporary items or media that reflect current cultural conditions is an important aspect of language teaching. This can include anything from modern literature, films, music, to social media content. These artifacts help learners understand and engage with language as it is used today, often including varieties of colloquial language and slang, so that the learning experience becomes more relevant and immediate. By incorporating these contemporary elements, learners can experience how the language is used in real situations and current cultural developments, so they can relate language learning to their own life experiences more directly. This also allows learners to expand vocabulary and understand the context of language use in everyday life, so that language learning becomes more enjoyable and meaningful.

**Table 2. The Differences Between Historical Cultural and Modern Artifacts in The Context of Ethnoscience-based Learning Materials**

<b>Historical Cultural Artifact</b>	<b>Modern Artifact</b>
<p>Defined as relics of man-made works in the past discovered through search or history. These artifacts can be in the form of buildings of places of worship, monuments, household utensils, or handicrafts.</p> <p><b>Examples include:</b></p> <ol style="list-style-type: none"> <li>1. Kliwonan at Mushola Al-Amin</li> <li>2. Jami' Sunan Kalijogo Mosque in Penggaron Kidul</li> <li>3. Padusan</li> </ol>	<p>Defined as relics of cultural artifacts in the past that can be renovated into modern cultural artifacts by providing additional buildings so that old artifacts do not collapse or are made more magnificent than before. This includes structures like mosque buildings, house buildings, etc.</p> <p><b>Examples include:</b></p> <ol style="list-style-type: none"> <li>1. Kliwonan at Mushola Al-Amin</li> <li>2. Jami' Sunan Kalijogo Mosque in Penggaron Kidul</li> <li>3. Padusan</li> </ol>

4. Warak Ngendog	4. Warak ngendog
5. Lumpia	5. Padusan

The table distinguishes between artifacts that have been preserved in their historical state and those that have been modified or updated in modern times while retaining their cultural significance. The Educational Aspect is designed to ensure that Ethnoscience-Based English Learning Materials do not only teach the language separately but also encourage comprehensive educational development. This includes enhancing critical thinking skills, encouraging cultural inquiry, and developing the ability to analyze and understand complex texts. It is a holistic approach that aims to educate learners in a holistic manner that is not only culturally but also academically rich.

Through this approach, learners not only learn English but are also introduced to relevant cultural aspects and are empowered to understand and appreciate cultural diversity. They are encouraged to question, explore, and think critically about various aspects of culture reflected in historical and modern cultural artifacts. In doing so, they not only become proficient in English but also become more holistically educated people, ready to participate in a multicultural society with a deeper understanding of the world around them.

This educational aspect also provides a foundation for learners to develop strong analytical skills, both in terms of understanding complex English texts and in interpreting and evaluating the cultural values contained in cultural artifacts. In this way, they not only become skilled language learners but also individuals who are able to think critically and understand the complexity of the world around them from a broader perspective. This is an important step in preparing them to face future challenges and become part of an increasingly connected and complex global society.

### Expert Validation

The validation process for Ethnoscience-based English materials has produced positive and comprehensive results. Data validation is presented in the form of a scorecard which covers various aspects of learning material. This validation was carried out by two learning development experts who have extensive experience in the industry, so they can provide an in-depth and detailed perspective on deploying learning designs.

Both experts bring their knowledge and experience to the evaluation process, ensuring that validation is carried out thoroughly and carefully. Their expertise provides a rich perspective on the cultural relevance and effectiveness of pedagogical materials, ensuring that evaluations cover key aspects necessary for the success of learning materials.

This assessment not only aims to check the suitability and appropriateness of the materials, but also to apply an Ethnoscience-based efficacy approach in facilitating the acquisition of English in various cultural contexts. Thus, this validation helps ensure that learning materials are not only suitable for use, but also effective in achieving the desired learning objectives. This is an important step in ensuring that students can develop their English language skills to the maximum in a culturally diverse learning environment.

Table 3. Expert Validation Result 1

No	Items	Score					Re ma rk
		5	4	3	2	1	
<b>Content</b>							
1.	The content aligns with the established learning goals and performance		V				

	benchmarks.						
2.	The instructional materials are structured		V				
	following the teaching approach's sequential						
	steps.						
3.	The developed materials integrate Ethnoscience		V				
	principles within an English learning framework						
	that emphasizes context.						
4.	The content is systematically arranged for			V			
	coherence.						
5.	The presentation of the material is articulated in a			V			
	straightforward and clear manner.						
6.	Examples and problem sets are framed in the		V				
	context of real-life situations.						
7.	The content is directly applicable to everyday	V					
	experiences.						
8.	Visual aids are included to enhance student		V				
	comprehension of the material.						
9.	The material is carefully curated to avoid any		V				

	offense to religious beliefs, racial identities, or ethnic groups.						
<b>Language</b>							
10.	The word choice is straightforward and comprehensible to students		V				
11.	The language employed is clear and unambiguous.		V				
12.	The language adheres to proper and accurate grammatical standards	V					

Table 4. Expert Validation Result 2

No	Items	Score					Remark
		5	4	3	2	1	
<b>Content</b>							
1.	The content aligns with the established learning goals and performance benchmarks.		V				
2.	The instructional materials are structured following the teaching approach's sequential steps.		V				



3.	The developed materials integrate Ethnoscience principles within an English learning framework that emphasizes context.		V				
4.	The content is systematically arranged for coherence.			V			
5.	The presentation of the material is articulated in a straightforward and clear manner.			V			
6.	Examples and problem sets are framed in the context of real-life situations.		V				
7.	The content is directly applicable to everyday experiences.		V				
8.	Visual aids are included to enhance student comprehension of the material.	V					
9.	The material is carefully curated to avoid any offense to religious beliefs, racial identities, or ethnic groups.		V				
<b>Language</b>							
10.	The word choice is straightforward and		V				

	comprehensible to students						
11.	The language employed is clear and unambiguous.	V					
12.	The language adheres to proper and accurate grammatical standards	V					

The results of expert validation of ethnoscience-based English language tools strongly support the quality and usefulness of educational content. The evaluation was carried out by two educational development experts. Uses evaluation techniques to carefully consider materials based on a variety of factors, including how well they fit the curriculum and how cross-culturally sensitive they are. Our presentation is based on the results of this detailed review and provides a comprehensive overview of the usefulness and importance of materials in language teaching in multicultural environments. Upon admission, special attention is paid to the extent to which the content conforms to educational standards and known learning objectives.

This consistency is very important because it ensures that students are not only using material that is good for them, but are also working to achieve clear and measurable goals. Adherence to teaching methods strengthens this effect by ensuring a logical and orderly course of teaching that adequately supports learning. This method of gradual knowledge acquisition is suitable for different learning styles and speeds, allowing learning to be tailored to each student's needs. Incorporating ethnic science concepts into teaching materials is a major advance in English language teaching. These materials go beyond standard language teaching because they place language learning in the context of different cultural phenomena and scientific ideas (Akmal, 2021; Vitoria et al. , 2021). This helps people understand English as a language and allows them to

become immersed in the cultural narratives that shape language use (Jascot et al. , 2022).

This method is consistent with the idea in modern pedagogy that the perspectives of various countries should be included in education so that students can learn how to communicate well in a global world (Widyaningrum & Prihastari, 2021). Organizing learning materials will increase the consistency of your learning. Learning must be planned carefully so that students understand and remember what they have learned. Especially if the topic is complex, such as mixed culture and language studies (Rizki & Putri, 2022). Clear presentation allows students to navigate information easily without having to think, so they can focus on applying language skills in real-world situations. This material presents examples and problems based on real life events, emphasizes practical application, and connects learning inside and outside school. This method not only makes teaching materials more useful, but also makes it easier for students to apply their language skills in real life. Visual aids give students clear examples of abstract ideas, further strengthen their connection to the real world, and help them understand and remember. Visual aids are very useful in language learning because the relationship between pictures and words makes memorization and understanding easier. Cultural sensitivity is an important aspect that should not be ignored. In today's diverse educational environment, inclusive and culturally sensitive educational materials are not only preferred, but required. Validation experts such as (Waszau, 2016) state that content must be carefully curated to avoid potential attacks and ensure that all learners feel respected and valued. These considerations include the use of clear, unambiguous and grammatically correct language in educational materials, thereby setting high standards for inclusive and accessible language learning. Linares (2023) focuses on the challenges that prospective language teachers face in overcoming ethnocentrism, while Segura-Robles and Parra-González (2019) highlight the challenges that prospective language teachers face in overcoming ethnocentrism.

He highlighted the challenges that prospective language teachers face in overcoming ethnocentrism, and noted that many teachers report being sensitive to language. Zhang (2019) recently investigated this.

This shows the significant influence that grammatical sensitivity has on intercultural communication and highlights the importance of including these aspects in educational materials. These results have many implications. First, validation helps ensure the effectiveness of ethnosience materials in promoting English language learning in inclusive educational and cultural environments.

These materials represent major advances in language education and are consistent with the broader educational goals of improving intercultural understanding and communication skills on a global scale.

Furthermore, this positive review emphasizes that this resource serves as a model for the future creation of linguistic materials.

These documents show that combining cultural elements and language acquisition effectively and respectfully is not only possible but also beneficial.

In summary, the results of expert validation confirm that ethnosience English materials are reliable, relevant and easy to adapt. This validation helps strengthen the reliability and validity of the materials and provides a model for creating future materials that take into account linguistic diversity and cultural sensitivity.

The results of this study support the idea that educational methods should reflect the diversity of society. It is recognized that language learning is most effective when learning is firmly embedded in the learner's cultural and contextual context.

### **1.2.3. Result of Development**

At the development stage, research is carried out with careful planning to determine and create the teaching materials to be developed. This stage involves determining the overall content so that the entire initial design can be developed well. The resulting teaching material is in the form of Ethnosience teaching material with A5 size (14.8×21 cm), consisting of 56 pages divided into several

sections. The first part is the cover, being the front page of the book cover, the second part is the introduction containing expressions of gratitude, while the third part is the table of contents which details each part of the text in Ethnoscience Teaching Materials. The fourth part is content or discussion of material that explains concepts and sub-concepts of the structure and function of English texts and presents discussion activities. This section contains questions that aim to test understanding of Ethnoscience Teaching Material through literacy, such as reading, writing, speaking, calculating and solving problems at a certain level of expertise needed in everyday life. The aim of arranging teaching materials in the form of small books is to focus on certain types of texts and to ensure that users do not experience difficulties in using Ethnoscience teaching materials. In addition, the small size allows the book to be easily carried anywhere to facilitate the learning process.

Figure 3. The book cover of Ethnoscience Teaching materials for Junior High school Ethnoscience



At the development stage, the validity of Ethnoscience teaching materials was tested by two validators, namely lecturers from the English Language Education Masters Study Program and senior English teachers. This stage involves evaluation by experts to determine the validity of the teaching material, while suggestions and input from validators serve as a reference for improving the quality of the teaching material. One lecturer acts as a material expert and the other lecturer as a media expert. The advice from material experts is to add more complete material accompanied by clear images and pay attention to contextual problems that need to be solved. Suggestions from the media validator are to increase the variety of image placement in each sub-chapter and add a table of contents and bibliography. The instrument has been improved based on suggestions from validators. The validation results show that the booklet is suitable for use in the field with revisions. This Ethnoscience Media Teaching Material is the result of implementing development research using the ADDIE model. Ethnoscience Teaching Materials contain examples of English texts and are aimed at junior high school students in Semarang.

The selection of Ethnoscience teaching materials aims to facilitate understanding and increase students' literacy in English texts through examples of texts in the form of materials using English. The teaching materials that have been created must be tested for suitability first before they can be used by students. This assessment is carried out by material experts to assess the suitability of the Ethnoscience teaching materials and media experts to assess the suitability of the design, layout and language in the Ethnoscience teaching materials. Based on this assessment, the total average validation of Ethnoscience teaching materials is included in the valid category as teaching materials at 3 points. This shows that Ethnoscience Teaching Materials are suitable for use as teaching materials by students, but require further revision or improvement to improve their quality. The best aspect of this teaching material is the appropriateness of the content, which is supported by good use of language. This Ethnoscience teaching material is also in accordance with the basic competencies

used as the basis for creating material for this booklet. The part that needs to be improved in this booklet is the presentation of the material to make it more interesting for students. Assessment by media experts produces an average total validation that is in the valid category, but requires several revisions. Improvements to Ethnoscience teaching materials place greater emphasis on providing facts related to English texts from the cultural environment of local communities, as well as providing examples of texts to facilitate understanding of the structure and function of English texts.

The feasibility test that has been carried out on Ethnoscience teaching materials shows that this book is suitable for use as teaching materials with several improvements to support its quality so that it can make it easier for students to understand the structure and function of English texts.

The feasibility test that has been carried out on Ethnoscience teaching materials results in a statement that this book is suitable for use as teaching material with some improvements to support the quality of this booklet so that it can facilitate students in understanding the material structure and function of English text.

## **Chapter V.**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

This research confirms that ethnoscience-based English material has high relevance for students and teachers in English subjects for junior high school students in Semarang. This material is not only related to students' daily lives, but also includes the cultural values of the local community. It is recommended that teachers be more creative in developing learning materials to achieve learning objectives that suit the needs of students and teachers.

The findings of this study indicate that ethnoscience-based English language materials have great potential to improve language education. Validation from two learning experts ensures that these materials meet educational standards, have a structured and culturally aware instructional structure, and successfully integrate ethnoscience principles. These materials provide educational resources rich in linguistic and cultural knowledge, with coherent organization of content and explicit printing of materials to enhance students' educational experiences.

The use of visual aids and real-world applications has proven effective in increasing understanding and relevance of the material for students. Involvement in promoting cultural sensitivity in materials demonstrates the institution's strong commitment to creating an inclusive and respectful educational environment. The use of clear, direct language and accurate grammar throughout the material also contributes to overall understanding and educational value.

The materials and design of the Ethnoscience teaching materials, Structure and Function of English Texts for Class 7, 8-9, Independent Curriculum Middle School, are considered valid based on validation results. Improvements that can be made lie in the presentation of material to facilitate students' understanding, as well as adding facts and examples of English text in the media aspect. Thus, this research provides a strong foundation for the development of English language learning materials that are more effective and relevant to students' needs and their cultural context.



## **5.2 Recommendations**

**Encourage Continuous Creativity in Material Development:** Teachers are encouraged to continuously explore creative approaches in developing learning materials that align with students' needs and interests. By incorporating innovative teaching methods and interactive learning activities, teachers can enhance student engagement and promote a deeper understanding of English language concepts.

**Promote Collaborative Material Development:** Collaboration among teachers, students, and curriculum developers can enrich the development process of ethnoscience-based English learning materials. By involving stakeholders in material design and evaluation, educators can ensure that the materials are culturally relevant, linguistically appropriate, and engaging for students.

**Provide Professional Development Opportunities:** Schools and educational institutions should offer professional development opportunities for teachers to enhance their skills in designing and implementing ethnoscience-based English learning materials. Workshops, seminars, and training sessions can equip educators with the necessary knowledge and strategies to effectively integrate cultural elements into language instruction.

**Emphasize Cultural Sensitivity and Inclusivity:** It is essential to prioritize cultural sensitivity and inclusivity in the development of English learning materials. Educators should be mindful of diverse cultural backgrounds and perspectives, ensuring that the materials reflect the cultural richness of the local community while fostering respect and understanding among students.

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# APPENDICES

**Students' Perspective Questionnaire of "The Development of Ethnoscience-Based English Learning Materials in a Contextual Model".**

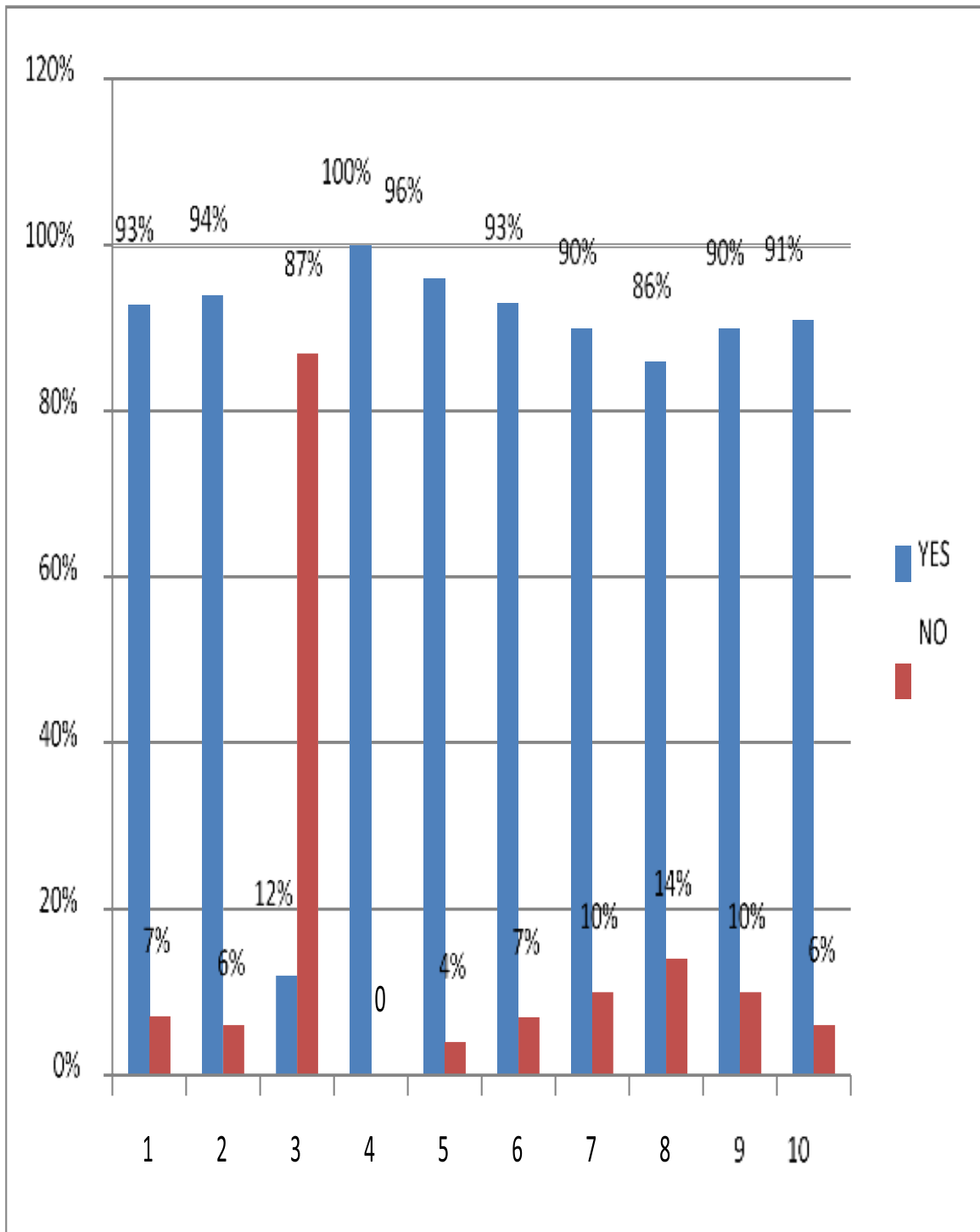
NO	QUESTIONS	TOTAL ANSWERS	
		YES	NO
1	I find it difficult to learn English	65	5
2	I find it difficult to answer English questions	66	4
3	I am interested in the material used by teachers in teaching English so far	9	69
4	I need interesting materials to learn English	70	0
5	I like learning English material that related to my daily activities	69	1
6	I like English material that is in accordance with the local culture	65	5
7	I like English material that can grow my love for cultural values	63	7
8	I want English lessons not only theory but need to practice it through student activities	60	
9	I understand English material better if it is related to everyday life and the culture of the surrounding community	63	7
10	I agree if English material is developed related to the culture of the local community	64	6

**Teachers' Perspective Questionnaire of "The Development of Ethnoscience- Based English Learning Materials in a Contextual Model"**

NO	QUESTIONS	TOTAL ANSWERS	
		YES	NO
1	Does the English learning process that has been implemented can make students be pleased?		3
2	Is learning the English transfer themes unpleasant?	3	
3	Do students have difficulty in learning the English?	3	
4	Does the English material really help students in achieving English learning objectives?	3	
5	Do you agree if the ethno science-based English material is used to help English learning?	3	
6	Are students more interested if the material is related to the potential that exists in the environment around where they live?	3	
7	Have you ever used ethno science-based English material in teaching?		3
8	Is it necessary to use ethno science-based English material in the English learning process?	3	
9	Do you teach English by linking the surrounding culture?	1	2
10	Does English material need to be taught by linking the surrounding culture?	3	
11	Are ethno science-based English material an interesting material?	3	
12	Is the use of ethno science-based English material in English learning necessary?	3	



**Percentage Result of Need Analysis Ethno Science- Based English Material  
According To Students' Perceptions**





**Validator' Perspective Questionnaire of "The Development of Ethnoscience- Based English Larning Materials in a Contextual Model".**

Lampiran 1: Kisi-kisi Lembar Validasi Silabus

	<b>Aspek</b>	<b>Indikator</b>	<b>Nomor Butir</b>	<b>Jumlah Butir</b>
1	Format	Kesesuaian dengan Permendikbud No. 22 Tahun 2016 tentang proses pendidikan dasar dan menengah	1,2	1
2	Isi	Kegiatan pembelajaran dirancang sesuai KD	3	1
		Kegiatan pembelajaran sesuai model Kontekstual	4	1
		Kegiatan pembelajaran menggunakan materi Berbasis <i>Ethnoscience</i>	5	
		Menentukan sumber belajar sesuai dengan materi pokok	6	1
		Kesesuaian alokasi waktu yang digunakan	7	1
		Penilaian mampu mengukur ketercapaian pembelajaran	8	1
3	Bahasa	Menggunakan bahasa Inggris dan Indonesia yang baik	9	1
		Kesederhanaan kalimat	10	1

LEMBAR PENILAIAN VALIDASI AHLI  
**SILABUS PEMBELAJARAN BAHASA INGGRIS BERBASIS  
ETHNOSCIENCE DALAM MODEL KONTEKSTUAL TINGKAT  
SEKOLAH MENENGAH**

**Materi Pembelajaran : Bahasa Inggris**

**Konsep : Model Kontekstual dalam materi ajar berbasis  
Ethnoscience**

**Kelas : 7,8 dan 9**

Petunjuk Pengisian:

1. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari silabus pembelajaran bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul **“The Development of Ethnoscience- Based English Larning Materials in a Contextual Model”**.
2. Lembar penilaian ini terdiri dari aspek format, isi dan bahasa
3. Bapak/ Ibu mohon untuk memberikan tanda “√” pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubric penilaian sebagai berikut:
  - 1: Tidak Relevan
  - 2: Kurang Relevan
  - 3: Cukup Relevan
  - 4: Relevan
  - 5: Sangat Relevan
4. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/Ibu.
5. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian silabus ini dengan memberikan tanda “√” pada salah satu kolom pernyataan.
6. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.

**LEMBAR VALIDASI SILABUS PEMBELAJARAN BAHASA INGGRIS**  
**BERBASIS ETHNOSCIENCE DALAM MODEL KONTEKSTUAL**

No	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Format</b>							
1	Komponen silabus lengkap sesuai dengan Permendikbud No 22 tahun 2016 tentang proses pendidikan dasar dan menengah						
2	Keruntutan komponen silabus sesuai Permendikbud No 22 Tahun 2016 tentang proses pendidikan dasar dan menengah						
<b>Isi</b>							
3	Kegiatan pembelajaran dirancang sesuai dengan KD						
4	Kegiatan pembelajaran sesuai dengan metode kontekstual						
5	Kegiatan pembelajaran menggunakan materi ajar berbasis <i>Ethnoscience</i>						
6	Sumber belajar yang dipakai sesuai dengan materi pokok						
7	Alokasi waktu sesuai dengan kebutuhan						
8	Penilaian yang dirancang mampu mengukur ketercapaian pembelajaran siswa						
<b>Bahasa</b>							
9	Menggunakan bahasa Inggris dan Indonesia yang baik dan benar						
10	Kalimat yang digunakan sederhana dan mudah dipahami						

**Kritik dan saran secara keseluruhan**

## **Kesimpulan umum**

Berdasarkan penilaian yang dilakukan, maka silabus pembelajaran model Kontekstual dalam materi ajar berbasis Ethnoscience dinyatakan:

	Layak untuk digunakan tanpa revisi
	Layak untuk digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Semarang,.....Desember 2024

Validator

Kisi-kisi Lembar Validasi Rencana Pelaksanaan Pembelajaran (RPP)

	<b>Aspek</b>	<b>Indikator</b>	<b>Nomor Butir</b>	<b>Jumlah Butir</b>
1	Format	Kesesuaian dengan Permendikbud No 22 Tahun 2016 dan Surat Edaran Kemendikbud No 14 Tahun 2019	1,2,3	3
2	Kegiatan Pembelajaran	Menyiapkan siswa secara fisik dan mental	4	1
		Pemberian apersepsi dan motivasi	5	1
		Penjelasan tujuan pembelajaran	6	1
		Langkah-langkah pembelajaran sesuai dengan model Kontekstual	7	1
		Pembelajaran menggunakan materi ajar berbasis <i>Ethnoscience</i>	8	1
		Keruntutan skenario pembelajaran	9	1
		Kegiatan pembelajaran berpusat kepada siswa	10,11	2
		Penyampaian kesimpulan	12	1
		Pemberian umpan balik	13	1
5	Bahasa	Menggunakan bahasa Inggris dan Indonesia yang baik	14	1
		Mudah dipahami	15	1

LEMBAR PENILAIAN VALIDASI AHLI  
**RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS  
BERBASIS ETHNOSCIENCE DALAM MODEL KONTEKSTUAL  
TINGKAT SEKOLAH MENENGAH**

**Materi Pembelajaran : Bahasa Inggris**

**Konsep : Model Kontekstual dalam materi ajar berbasis  
Ethnoscience**

**Kelas : 7,8 dan 9**

Petunjuk Pengisian:

1. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari Rencana Pelaksanaan Pembelajaran (RPP) bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul **“The Development of Ethnoscience- Based English Larning Materials in a Contextual Model”**.
2. Lembar penilaian ini terdiri dari format, kegiatan pembelajaran dan bahasa.
3. Bapak/ Ibu mohon untuk memberikan tanda “√” pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubrik penilaian sebagai berikut:
  - 1: Tidak Relevan
  - 2: Kurang Relevan
  - 3: Cukup Relevan
  - 4: Relevan
  - 5: Sangat Relevan
4. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/Ibu.
5. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian RPP ini dengan memberikan tanda “√” pada salah satu kolom pernyataan.
6. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.



**LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**BAHASA INGGRIS BERBASIS ETHNOSCIENCE DALAM MODEL**  
**KONTEKSTUAL**

No	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Format</b>							
1	Komponen RPP minimal terdapat tujuan, langkah-langkah dan penilaian pembelajaran						
2	RPP disusun secara runtut						
3	Mencantumkan nama satuan pendidikan						
4	Mencantumkan Tema/Mata pelajaran						
5	Mencantumkan kelas/Semester						
<b>Kegiatan Pembelajaran</b>							
5	Menyiapkan siswa secara fisik maupun mental sebelum memulai pembelajaran						
6	Memberikan apersepsi dan motivasi						
7	Menyampaikan tujuan pembelajaran						
8	Skenario pembelajaran disusun sesuai dengan langkah-langkah pembelajaran Bahasa Inggris berbasis Ethnoscience dalam model kontekstual						
9	Penyampaian materi menggunakan Model Kontekstual						
11	Skenario pembelajaran tersusun secara runtut						
12	Kegiatan pembelajaran berpusat kepada siswa dan membuat siswa aktif dalam belajar						
13	Kegiatan belajar berorientasi pada kebutuhan belajar siswa						
14	Ketetapan penarikan kesimpulan						
15	Terdapat kegiatan pemberian umpan balik						
<b>Bahasa</b>							
16	Menggunakan bahasa Inggris dan Indonesia yang baik dan benar						
17	Kalimat yang digunakan sederhana dan mudah dipahami						

### **Kritik dan saran secara keseluruhan**

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### **Kesimpulan umum**

Berdasarkan penilaian yang dilakukan, maka Rencana Pelaksanaan Pembelajaran (RPP) Bahasa Inggris model Kontekstual dalam materi ajar berbasis Ethnoscience dinyatakan:

	Layak untuk digunakan tanpa revisi
	Layak untuk digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Semarang,.....Desember 2024

Validator

Kisi-kisi Lembar Validasi Materi Ajar

	<b>Aspek</b>	<b>Indikator</b>	<b>Nomor Butir</b>	<b>Jumlah Butir</b>
1	Isi	Kesesuaian materi dengan indikator dan tujuan pembelajaran	1	1
		Katepatan materi dengan model Kontekstual	2,3	1
		Keruntutaan penyajian	4	1
		Kejelasan materi	5	
		Menyajikan masalah sehari-hari	6,7	2
		Ketersediaan gambar sebagai alternatif pendukung	8	
		Tidak menyinggung agama, ras, serta suku tertentu	9	
2	Bahasa	Keefektifan kalimat	10,11	2
		Ketepatan struktur kalimat	12	1

Lampiran 6: Lembar Validasi Materi Ajar

**LEMBAR PENILAIAN VALIDASI AHLI  
MATERI AJAR BAHASA INGGRIS BERBASIS ETHNOSCIENCE  
DALAM MODEL KONTEKSTUAL TINGKAT SEKOLAH  
MENENGAH**

**Materi Pembelajaran : Bahasa Inggris**

**Konsep : Model Kontekstual dalam materi ajar berbasis  
Ethnoscience**

**Kelas : 7,8 dan 9**

Petunjuk Pengisian:

1. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari materi bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul “berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul **“The Development of Ethnoscience-Based English Learning Materials in a Contextual Model”**”.
2. Lembar penilaian ini terdiri dari aspek isi dan bahasa.
3. Bapak/ Ibu mohon untuk memberikan tanda “√” pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubrik penilaian sebagai berikut:
  - 1: Tidak Relevan
  - 2: Kurang Relevan
  - 3: Cukup Relevan
  - 4: Relevan
  - 5: Sangat Relevan
4. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/Ibu.
5. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian materi ajar ini dengan memberikan tanda “√” pada salah satu kolom pernyataan.
6. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.

LEMBAR VALIDASI MATERI AJAR BAHASA INGGRIS BERBASIS  
ETHNOSCIENCE DALAM MODEL KONTEKSTUAL

No	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Isi</b>							
1	Materi sesuai dengan kebutuhan pencapaian indikator dan tujuan pembelajaran.						
2	Materi ajar disusun berkaitan dengan langkah model Kontekstual						
3	Materi yang disusun berkaitan dengan Pembelajaran Bahasa Inggris berbasis Ethnoscience dalam model kontekstual.						
4	Materi disusun dengan runtut						
5	Penjelasan materi disusun dengan jelas						
6	Penyajian contoh soal disusun berdasarkan masalah sehari-hari						
7	Materi relevan dengan kehidupan sehari-hari						
8	Ketersediaan gambar dapat membantu siswa dalam memahami materi						
9	Materi yang disusun tidak menyinggung agama, ras serta suku tertentu						
<b>Bahasa</b>							
10	Kosa kata mudah dipahami siswa						
11	Bahasa yang digunakan tidak memunculkan penafsiran ganda						
12	Bahasa yang digunakan sesuai dengan aturan bahasa Inggris dan bahasa Indonesia yang baik dan benar						

### **Kritik dan saran secara keseluruhan**

--

### **Kesimpulan umum**

Berdasarkan penilaian yang dilakukan, maka materi ajar bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience dinyatakan:

	Layak untuk digunakan tanpa revisi
	Layak untuk digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Semarang,.....Desember 2024

**Lampiran 1: Angket Kebutuhan Siswa**

**ANGKET KEBUTUHAN SISWA  
TERHADAP PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS  
BERBASIS ETHNOSAINS DALAM MODEL KONSTEKTUAL**

**IDENTITAS DIRI**

Nama Lengkap :  
Nama Sekolah :  
Tanda Tangan :

**Petunjuk Pengisian Angket**

- Tulislah identitas diri kalian pada kolom yang telah disediakan!
- Jawablah pertanyaan berikut dengan memberikan tanda cek (√) pada pilihan jawaban kalian!

Contoh:

(√) ya

( ) tidak

- Tuliskan Alasannya bila tidak keberatan.

**Isilah pertanyaan-pertanyaan berikut menurut pendapat kalian!**

- Saya merasa sulit untuk belajar bahasa Inggris.

1	2	3	4	5

Alasan: .....

- Saya merasa sulit untuk menjawab pertanyaan bahasa Inggris

1	2	3	4	5

Alasan: .....

3. Saya tertarik dengan materi yang digunakan guru dalam mengajar Bahasa Inggris sejauh ini

1	2	3	4	5

Alasan: .....

4. Saya membutuhkan materi yang menarik untuk belajar bahasa Inggris

1	2	3	4	5

Alasan: .....

5. Saya suka mempelajari materi bahasa Inggris yang berhubungan dengan keseharian saya

1	2	3	4	5

Alasan: .....

6. Saya menyukai materi bahasa Inggris yang sesuai dengan daerah setempat budaya

1	2	3	4	5

Alasan: .....

7. Saya menyukai materi bahasa Inggris yang dapat menumbuhkan kecintaan saya pada budaya



1	2	3	4	5

Alasan: .....

8. Saya ingin pelajaran bahasa Inggris tidak hanya teori tetapi perlu mempraktekkannya melalui kegiatan sehari- hari.

1	2	3	4	5

Alasan: .....

9. Saya lebih memahami materi bahasa Inggris jika berhubungan dengan kehidupan sehari- hari dan budaya masyarakat sekitar

1	2	3	4	5

Alasan: .....

10. Saya suka jika materi bahasa Inggris dikembangkan terkait dengan budaya dari masyarakat setempat

1	2	3	4	5

Alasan: .....

11. Saya lebih tertarik materi bahasa Inggris yang di bahas tentang budaya daerah saya sendiri di bandingkan buaya dari luar daerah.

1	2	3	4	5

Alasan: .....

12. Saya lebih menyukai ilustrasi materi bahasa Inggris tentang budaya, adat istiadat ataupun kuliner tradisional setempat.

1	2	3	4	5

Alasan: .....

13. Saya lebih menyukai ilustrasi gambar materi bahasa Inggris tentang budaya, adat istiadat ataupun kuliner tradisional setempat

1	2	3	4	5

Alasan: .....

14. Saya lebih menyukai materi ajar bahasa Inggris berupa buku atau modul

1	2	3	4	5

Alasan: .....

15. Saya tertarik Materi bahasa Inggris meliputi teks deskripsi dan song karena sesuai dengan buku kurikulum

1	2	3	4	5

Alasan: .....

16. Saya ingin dapat berbicara lancar dalam bahasa Inggris dengan mudah membaca teks atau dialog sehingga dapat saya praktekkannya dalam kegiatan sehari-hari.

1	2	3	4	5

Alasan: .....

17. Saya berkenan buku materi ajar berupa gambar – gambar yang menarik untuk disisipkan.

1	2	3	4	5

**Lampiran 2: Angket Kebutuhan Guru**

**ANGKET KEBUTUHAN GURU  
TERHADAP PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS  
BERBASIS ETHNOSAINS DALAM MODEL KONSTEKTUAL**

---

**IDENTITAS DIRI**

Nama Lengkap :

Nama Sekolah :

Tanda Tangan :

**Petunjuk Pengisian Angket**

1. Tulislah identitas diri Bapak/Ibu pada kolom yang telah disediakan!
2. Jawablah pertanyaan berikut dengan memberikan tanda cek (√) pada pilihan jawaban Bapak/Ibu!

Contoh:

(√) ya

( ) tidak

3. Apabila ingin memberikan jawaban lain selain yang telah disediakan, isikan jawaban Bapak/Ibu pada tempat jawaban yang tersedia.

Contoh:

(√) lainnya, yaitu ..... (berisi jawaban)

4. Berikan alasan singkat yang mendukung pilihan jawaban Bapak/Ibu pada tempat jawaban yang tersedia!

**Jawablah pertanyaan-pertanyaan berikut menurut pendapat Bapak/Ibu! .**

1. Menurut bapak ibu apakah siswa masih kesulitan dalam mempelajari bahasa Inggris?

1	2	3	4	5

Alasan: .....

.....

2. Menurut bapak ibu materi yang digunakan dalam pembelajaran sejauh ini apakah menarik dan sesuai dengan kebutuhan siswa?

1	2	3	4	5

Jelaskan: .....

.....

3. Menurut bapak ibu apakah materi ajar bahasa Inggris sudah memenuhi kebutuhan pembelajaran yang ada di lingkungan sekolah kita?

1	2	3	4	5

Jelaskan: .....

.....

4. Menurut bapak ibu Apakah materi yang digunakan lebih baik mempelajari budaya luar negeri atau mempelajari budaya sendiri tentang kearifan lokal?

1	2	3	4	5

Alasan :

.....  
.....

5. Apakah bapak ibu setuju bila materi yang diberikan dalam pembelajaran bahasa Inggris dapat menumbuhkan kecintaan siswa terhadap budaya sendiri?

1	2	3	4	5

Alasan :

.....  
.....

**Lampiran 3: Angket Uji Validasi**

**ANGKET UJI VALIDASI  
PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS BERBASIS  
ETHNOSAINS DALAM MODEL KONSTEKTUAL**

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**IDENTITAS DIRI**

Nama Lengkap :

Spesifikasi Keahlian :

Instansi :

Tanda Tangan :

**Petunjuk Pengisian Angket:**

1. Tulislah identitas Bapak/Ibu pada kolom yang telah disediakan.
2. Penilaian dilakukan dengan melingkari angka yang ada dalam kotak.

Angka 1 = kurang

Angka 2 = cukup

Angka 3 = baik

Angka 4 = sangat baik

Contoh:

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

3. Bapak/Ibu diharapkan memberi saran pada setiap komponen dengan menuliskannya di tempat yang telah disediakan.
4. Selain mengisi angket format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum untuk perbaikan materi ajar *The Development of Ethnoscience-Based English Learning Materials in a Contextual Model* apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dapat dituliskan pada angket format B.

**FORMAT A**

**i. Aspek Penyajian Materi**

1. Bagaimanakah kesesuaian teknik penyajian materi dalam bahan ajar dengan pemahaman siswa?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

Saran: .....

.....

2. Bagaimanakah kesesuaian urutan penyajian materi *The Development of Ethnoscience-Based English Learning Materials in a Contextual Model* berisi isu aktual?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

**ii. Aspek Isi/Materi**

3. Bagaimanakah kesesuaian judul dengan topik bahasan dalam materi ajar?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

Saran: .....

.....

4. Bagaimanakah kesesuaian bacaan dalam *Pengembangan Materi Pembelajaran Bahasa Inggris Berbasis Etnosains dalam Model Kontekstual* tingkat pemahaman siswa SMP?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

5. Bagaimanakah keefektifan contoh-contoh yang disajikan dalam *Pengembangan Materi Pembelajaran Bahasa Inggris Berbasis Etnosains dalam Model Kontekstual*?

Sangat baik  $\longleftrightarrow$  kurang baik



4	3	2	1
---	---	---	---

6. Bagaimanakah keefektifan contoh-contoh yang disajikan dalam Pengembangan Materi Pembelajaran Bahasa Inggris Berbasis Etnosains dalam Model Kontekstual?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

Saran: .....

7. Bagaimanakah keefektifan penulisan bacaan yang dijabarkan dalam materi ajar?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

Saran: .....  
 .....

8. Bagaimanakah kesesuaian soal/ uji kompetensi dengan materi yang dipaparkan?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

Saran: .....  
 .....

9. Bagaimanakah kesesuaian soal dengan tingkat pemahaman siswa SMP?

Sangat baik  $\longleftrightarrow$  kurang baik

4	3	2	1
---	---	---	---

Saran: .....

.....

10. Bagaimanakah keefektifan soal/ uji kompetensi pemahaman pada diri siswa?

Sangat baik ←→ kurang baik

4	3	2	1
---	---	---	---

FORMAT B

Tulislah saran perbaikan secara umum terhadap Materi Pembelajaran Bahasa Inggris Berbasis Etnosains dalam Model Kontekstual bagi siswa SMP yang dikemas dalam bentuk buku!

.....

.....

.....

.....

.....

Lampiran 5

**LAPORAN KEGIATAN PENELITIAN TESIS  
PROGRAM MASTER BAHASA INGGRIS  
UNIVERSITAS PGRI SEMARANG**

**I. KETERANGAN UMUM**

1. NAMA : Napiah
2. NPM : 21540002
3. FAK/PRODI : FPBS / Magister Pendidikan bahasa Inggris
4. DOSEN PEMBIMBING I : Siti NuAini, M.Hum, PhD.
5. DOSEN PEMBIMBING II : Dr. Dias Adris Susanto, M.Pd.
6. Judul Penelitian : The Development of Ethnoscience- Based English Learning Materials in A Contextual Model
- 7.

**II. PROGRES REPORT & ACTION PLAN**

NO	WAKTU	KEGIATAN	KETERANGAN	LOKASI
1.	8 Desember 2021	Penentuan topik & Tema Penelitian	Konsultasi dan diskusi rancangan proposal penelitian dan dipresentasikan pada mata kuliah Seminar Proposal Thesis	Kampus Pascasarjana UPGRIS
	Januari 2021	Submit Artikel	Registrasi dan submit artikel di Jurnal Eternal	Online
	10 Februari 2022	Verifikasi proposal tesis	Registrasi dan submit untuk diajukan pada Research Hibah DRTM yang diselenggarakan Kemendikbudriste k	Online

	1 Februari 2022	Artikel published	artikel published di Jurnal Eternal	ETERNAL (English Teaching Journal)  ISSN: 2086- 5473 (Print); ISSN: 2614- 1639 (Online) DOI : <a href="https://doi.org/10.26877/eternal.v13i1.11041">https://doi.org/10.26877/eternal.v13i1.11041</a>
	26 Mei 2022	Pengumuman penerimaan proposal research	Proposal research diterima Kemendikbudristek	Online
	06 Juni – 10 Juli 2022	Pengumpulan Data	Kegiatan wawancara, questionare terhadap siswa dan guru di Sekolah Tingkat Menengah	SMP Negeri 14 Semarang
	25 Juli 2022	Penyusunan artikel	Konsultasi dan diskusi penyusunan artikel untuk di Jurnalkan sebagai Laporan luaran	Kampus Pascasarjana UPGRIS
	September 2022	Submit Artikel	Registrasi dan submit artikel di Jurnal Pendidikan (JPTPP) Universitas Negeri Malang	Online
	September 2022	Seminar Internasional	Menyeminarkan hasil Research untuk di Seminar sebagai laporan	Online















			Luaran Research Hibah	
	Oktober 2022	Laporan Hasil Research	Melaporkan semua hasil Research berupa SPJ sebagai pertanggungjawaban penerima dana hibah baik segi administrasi tertulis, pendanaan dan laporan luaran wajib. Fix selesai.	Kampus Pascasarjana UPGRIS
2.	Juni 2023	Verifikasi rancangan proposal tesis untuk diajukan pada Seminar Proposal Tesis	Penyerahan berkas dan persyaratan pendaftaran Ujian propoal tesis untuk mendapatkan Jadwal Ujian Proposal tesis	Kampus Pascasarjana UPGRIS
3	6 Agustus 2023	Ujian Proposal Tesis	Ujian dilakukan di hadapan penguji	Kampus Pascasarjana UPGRIS
4		Revisi dan perbaikan Tesis yng telah lolos ujian	Revisi dan perbaikan dilakukan berdasarkan sarana dan masukan dari penguji	
5		SK Pembimbing	Pernyataan resmi ditetapkannya Pembimbing	
6		Konsultasi Tesis dan Instrumen Penelitian		
	Novem ber 2023	Penyusunan buku materi Ajar mata pelajaran Bahasa Inggris untuk kelas 7,8,9 tingkat SMP		
	Desemb	Validasi buku materi		

	er 2023	ajar olehValidator		
	Februari 2024	Revisi tesis		
	April 2024	Verifikasi hasil tesis untuk diajukan pada SidangTesis		
	Mei 2024	Sidang Tesis		

Lampiran 6

**KARTU BIMBINGAN FINAL PROJECT TESIS  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : NAPIAH  
 NPM : 21540002  
 FAKULTAS/PRODI : FPBS / Magister Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING I : Siti NurAini, M.Hum, PhD.

NO.	HARI / TANGGAL	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1	Selasa, 23-8-22	Pengajuan Penulisan research	
2	Kamis, 25-8-22	Revisi abstrak	
3	Rabu, 7-9-22	ICB 2022 publication	
4	Rabu, 21-9-22	Melengkapi administrasi	
5	Kamis, 22-9-22	Melengkapi laporan keuangan	
6	Kamis, 22-9-22	Queries on article publication	
7	Kamis, 28-11-23	Feedback research	
8	Rabu, 24-5-23	Chapter 2	
9	Selasa, 22-6-23	Penulisan artikel Research	
10	Kamis, 5-8-23	Persiapan Sempoa	
11	Senin, 20-11-23	Pembuatan produk etnos	
12	Selasa, 2-1-24	penulisan research	
13	Kamis, 1-2-24	Revisi tesis	
14	Kamis, 21-2-24	Revisi tesis	



**KARTU BIMBINGAN FINAL PROJECT TESIS  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : NAPIAH  
 NPM : 21540002  
 FAKULTAS/PRODI : FPBS / Magister Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING II : Dr. Dias Andris Susanto, M.Pd.

NO.	HARI / TANGGAL	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1	5-2-2023	Publikasi	Da-
2	10-2-2023	Outline Research	Da-
3	6-6-2023	Penelitian Tindakan	Da-
4	22-6-2023	Kelembagaan	Da-
5	5-8-2023	Penelitian	Da-
6	10-8-2023	Instrument	Da-
7	26-8-2023	Observasi	Da-
8	26-9-2023	Questionnaire	Da-
9	15-9-2023	Fixed proposal	Da-
10	4-10-2023	Data collection	Da-
11	28-11-2023	Analisis	Da-
12	18-12-2024	Completion of	Da-
13	23-2-2024	Thesis Report	Da-
14	22-04-2024	Exam preparation	Da-

# **LEMBAR VALIDASI**

## LEMBAR PENILAIAN

### MATERI AJAR BAHASA INGGRIS BERBASIS ETHNOSCIENCE DALAM MODEL KONTEKSTUAL TINGKAT SEKOLAH MENENGAH

Petunjuk Pengisian:

7. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari materi bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul “berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul **“The Development of Ethnoscience- Based English Larning Materials in a Contextual Model”**”.
8. Lembar penilaian ini terdiri dari aspek isi dan bahasa.
9. Bapak/ Ibu mohon untuk memberikan tanda “v” pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubrik penilaian sebagai berikut:
  - 1: Tidak Relevan
  - 2: Kurang Relevan
  - 3: Cukup Relevan
  - 4: Relevan
  - 5: Sangat Relevan
10. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/Ibu.
11. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian materi ajar ini dengan memberikan tanda “v” pada salah satu kolom pernyataan.
12. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.

**LEMBAR VALIDASI MATERI AJAR BAHASA INGGRIS BERBASIS  
ETHNOSCIENCE DALAM MODEL KONTEKSTUAL**

No	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Isi</b>							
1	Materi sesuai dengan kebutuhan pencapaian indikator dan tujuan pembelajaran.		V				
2	Materi ajar disusun berkaitan dengan langkah model pembelajaran CORE		V				
3	Materi yang disusun berkaitan dengan Pembelajaran Bahasa Inggris berbasis Ethnoscience dalam model kontekstual.		V				
4	Materi disusun dengan runtut			V			
5	Penjelasan materi disusun dengan jelas			V			
6	Penyajian contoh soal disusun berdasarkan masalah sehari-hari		V				
7	Materi relevan dengan kehidupan sehari-hari	V					
8	Ketersediaan gambar dapat membantu siswa dalam memahami materi		V				
9	Materi yang disusun tidak menyinggung agama, ras serta suku tertentu		V				
<b>Bahasa</b>							
10	Kosa kata mudah dipahami siswa		V				
11	Bahasa yang digunakan tidak memunculkan penafsiran ganda		V				
12	Bahasa yang digunakan sesuai dengan aturan bahasa Indonesia yang baik dan benar			V			

## Kritik dan saran secara keseluruhan

--

### Kesimpulan umum

Berdasarkan penilaian yang dilakukan, maka materi ajar bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience dinyatakan:

	Layak untuk digunakan tanpa revisi
	Layak untuk digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Semarang,.....Desember 2023

Validator

Dr. Wiyaka, M.Pd  
NIND. 0026126401

## LEMBAR PENILAIAN

### MATERI AJAR BAHASA INGGRIS BERBASIS ETHNOSCIENCE DALAM MODEL KONTEKSTUAL TINGKAT SEKOLAH MENENGAH

Petunjuk Pengisian:

1. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari materi bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul “berbasis Ethnoscience yang akan digunakan pada penelitian dengan judul **“The Development of Ethnoscience- Based English Larning Materials in a Contextual Model”**”.
2. Lembar penilaian ini terdiri dari aspek isi dan bahasa.
3. Bapak/ Ibu mohon untuk memberikan tanda “v” pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubrik penilaian sebagai berikut:
  - 1: Tidak Relevan
  - 2: Kurang Relevan
  - 3: Cukup Relevan
  - 4: Relevan
  - 5: Sangat Relevan
4. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/Ibu.
5. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian materi ajar ini dengan memberikan tanda “v” pada salah satu kolom pernyataan.
6. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.

**LEMBAR VALIDASI MATERI AJAR BAHASA INGGRIS BERBASIS  
ETHNOSCIENCE DALAM MODEL KONTEKSTUAL**

No	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Isi</b>							
1	Materi sesuai dengan kebutuhan pencapaian indikator dan tujuan pembelajaran.	V					
2	Materi ajar disusun berkaitan dengan langkah model pembelajaran		V				
3	Materi yang disusun berkaitan dengan Pembelajaran Bahasa Inggris berbasis Ethnoscience dalam model kontekstual.	V					
4	Materi disusun dengan runtut	V					
5	Penjelasan materi disusun dengan jelas		V				
6	Penyajian contoh soal disusun berdasarkan masalah sehari-hari	V					
7	Materi relevan dengan kehidupan sehari-hari	V					
8	Ketersediaan gambar dapat membantu siswa dalam memahami materi		V				
9	Materi yang disusun tidak menyinggung agama, ras serta suku tertentu	V					
<b>Bahasa</b>							
10	Kosa kata mudah dipahami siswa	V					
11	Bahasa yang digunakan tidak memunculkan penafsiran ganda		V				
12	Bahasa yang digunakan sesuai dengan aturan bahasa Indonesia yang baik dan benar		V				

## Kritik dan saran secara keseluruhan

--

### Kesimpulan umum

Berdasarkan penilaian yang dilakukan, maka materi ajar bahasa Inggris dengan model Kontekstual dalam materi ajar berbasis Ethnoscience dinyatakan:

	Layak untuk digunakan tanpa revisi
	Layak untuk digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Semarang,.....Desember 2023

Validator

Ning Titik Haryati, S.Pd  
NIP. 19701212 201406 2 002



**SURAT KESEDIAAN MENJADI VALIDATOR AHLI**

Yth, Bapak. Dr. Wiyaka, M.Pd

Di

Semarang

Dengan hormat,

Dalam rangka pengembangan program pada penelitian Thesis,

saya:

Nama : Napiah  
 NPM : 21540002  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Tesis : *The Development of Ethnoscience-Based English Learning Materials in a Contextual Model*

Bermaksud memohon kesediaan Bapak sebagai Validator Ahli untuk memvalidasi Perangkat pembelajaran ( RPP, CP, TP, ATP, Modul ajar, LKPD, Materi Ajar, Instrumen soal Keterampilan Berpikir Kritis dan Kecerdasan Ekologis) pada tesis yang akan saya lakukan.

*Adapun batasan waktu pelaksanaan validasi adalah, Nopember 2023*

Demikian permohonan ini saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Semarang, Desember 2023

Validator 1

Mahasiswa

Dr. Wiyaka, M.Pd  
 IDN. 0026126401

Napiah  
 NPM. 21540002

Mengetahui

Ketua Program Studi

Siti Nur Aini, M.Hum., Ph.D.  
 NIDN. 0604107801