Developing cirebonese culture based syllabus of English club in Kedawung vocational state high school

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Abstract
This study aimed at finding out the target needs and learning needs of English Club members and designing the appropriate sylllabus speaking based Cirebonese Culture of English club member in Kedawung Vocational State High School. This study focused on extracurricular of English Club which consist of 38 members. Research and development (R&D) was used as the design of the study. The steps of the study were conducting needs analysis including the target needs and learning needs, writing the first syllabus, expert judgment, and writing the final syllabus. Interview, observation, document analysis, needs analysis questionnaire, and expert judgment analysis were used as the instruments of the study. The result of analysis for general aspect analysis was 3.07 or very good. Which means that the syllabus design based Cirebonese culture was appropriate to the English club members' needs.

Keywords: Syllabus design; English Club; Cirebonese Culture

INTRODUCTION

English language is a compulsory subject, it has been widely taught from primary school to high school or vocational school and higher education. In addition, English language has been implemented as standard for one to get a job. The more one is qualified in English language, the easier one gets a job. The standard is also applied to students in vocational schools. English subject at the level of vocational school aims to give students to have the communication English ability in the context of the communication material needed for program skills, both spoken and written. According to act no.20 year 2003 article 3 and article 15 that vocational education is secondary education that prepared students primarily to work in a particular field. Students of Vocational School focus on preparing for the work in accordance with their programs, in addition to different learning needs. Therefore, learning English for students of Vocational School use English for Specific Approach approach (ESP). ESP refers to the teaching and learning of English as a second or foreign language where the aim of the learners is to use English in a particular academic, professional or occupational domain. It is English focusing on learners' special needs. According to Hutchinson and Waters (1987:19), English for Specific Purposes is an approach in language teaching

in which the content and method clearly depend on the learners' needs and interests. It should certainly be based on the knowledge of languages, especially English, namely for marketing, accounting, administration, tour and travel and many more. For example in tour and travel program, the student should mastery in English speaking as the tour guide, how to talk to with foreigners, how to respond questions from foreigners , how to explain the culture or to travel in some cities to foreigners.

In Kedawung Vocational State High School, there are many extracurriculars that the students can choose as their substitional activity to develop a broader, or beyond the interests of the students' widespread personality, talents, interests and abilities developed by the curriculum. One of the extracurricular is English Club. The purpose of English club extracurricular is to accommodate students who have talents, interests and achievements in English, the existence of English club is also expected to spur the achievements of students and provide stimulation to students the importance of English in the future career.

In learning English, students have several issues, especially on the skill of speaking, with minimal knowledge of those in the English club must have a goal that is based on the needs of students during the English club so that these problems can be minimized. How to minimize the problems is to make learning design who fits the students' need to develop the English language skills, especially speaking skills to become more organized and appropriate to the target. In addition to English language learning in the classroom, learning English language was also developed outside the teaching and learning activities, such as English Club aimed to develop student's skills.

The activities in English Speaking Club of Kedawung Vocational State High School are drama, debate, speech, and newscaster. The goals of English Speaking Club are to develop skills required by the student's need, to develop the skills that students need certainly need to know the learning needs of students in accordance with program pursued. To develop the skills of students, teachers/tutors should create lesson plans or syllabus to achieve competence in accordance with their program. The syllabus or lesson plan students can know what is expected of English Speaking Club so that the teaching and learning activities in English Speaking Club did not come out of the program that students take.

Syllabus is designed based on the students need to develop their speaking skill based on Cirebon culture, so that students can develop their English language skills and develop cultural knowledge of Cirebon. Cirebon has many tourist attractions, Cirebon is one area in West Java which has many unique and appeal to be developed into a cultural and religious tourism destination (Hariyanto, 2016). As well as the cities of travel, Cirebon also has several historical places, the first is Sunyaragi cave which became a new icon in Cirebon, Sunyaragi cave offers view of the caves of the receptacle cirebon's sultans meditated. The second Cirebon's icons is Palace. Cirebon has three palaces, they are Kasepuhan, Kacirebonan and Kanoman palace, where we can know the history or the chronicle of Cirebon. In addition to historical attractions, Cirebon has Kampung Batik

Trusmi and Kampung Batik Ciwaringin, those known as batik producers in Cirebon. The famous batik from Cirebon is Batik Mega Mendung, it is exclusive as batik icon in Cirebon. In addition to historical of Cirebon and batik travel in Cirebon, also has several famous culinary such as; Tahu Gejrot, Empal Gentong, Krupuk Melarat, Docang, Nasi Lengko, etc. In addition to the tourism place and culinary in Cirebon also has a culture like Tari Topeng, Sintren, Tarling and Wayang Kulit.

Basedd on the preliminary observation, there were many problems related with students' speaking skill in Kedawung Vocational State High School. The first was a problem related with students. The students did not realize the importance of learning English for their needs when they want to improve their career after they finish their school. The next issue was about lack of vocabulary and had low self-esteem to practice speaking in front of the class, they had difficulty on how to sustain the process of verbal communication when they interact with teachers, or foreigners. Another problem related with the teacher and tutor in the English Club of Kedawung Vocational State High School did not use the syllabus, they did not know the student's need and student learning targets.

Based on the identification above, the writers design a syllabus based Cirebonese Culture for English Club in Kedawung Vocational State High School. The syllabus design is expected to contribute in the teaching and learning process of speaking in order to improve and develop the students' speaking skill and to fulfil their need in the future career. Therefore this current study investigates the findings of two questions, (1) what are the needs of students of English Language members of English Club in terms of their target needs and learning needs?, and (2) what is the appropriate syllabus for students of English Language members of English Club in Kedawung Vocational State High School?

METHOD

This study was research and development (R&D). The adaption model of development still carries out the essential of research and development; the coverage of needs assessment, the involvement of experts to validate the product, and the try-out to find out the acceptability, usability, and utility (Borg&Gall, 2003). The steps of this process consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it used eventually, and revising it to correct the deficiencies found in the field testing stage (Dick&Carey, 2009).

Respondents

Kedawung Vocational State High School is located in Cirebon, West Java. There are six major programs include multimedia, accountancy, office administration, tour and travel, banking, and marketing. The research focused in one of the extraculicular, it was English Club. There were 38 students joined as the members of the club.

Table 1. Respondents

Class Program	Female	Male	Total

			Students
Multimedia	6	2	8
Accountancy	4	-	4
Office Administration	5	1	6
Tour and Travel	5	-	5
Banking	3	2	5
Marketing	7	3	10
TOTAL	**30**	**8**	**38**

Instruments

The instruments used in this study were needs analysis questionnaires, interview, observation and document analysis.

Need analysis questionnaire

The needs analysis questionnaire was distributed to the students to know what the students needs. It was distributed to analyze the students' needs, which was very useful in the process of designing syllabus. The organization of the needs analysis questionnaire is shown in table 2 below.

Table 2. The organization of the needs analysis questionaire.

Analyzing target situation:		
Topic area	Number	Source
Necessities	23, 24, 25	Hutchinson and Waters, 1987
Lacks	6, 9, 12	Hutchinson and Waters, 1987
Wants	10, 22	Hutchinson and Waters, 1987
Analyzing task components:		
Topic area	Number	Source
Goals	5	Nunan, 1990
Input	13, 16	Nunan, 1990
Topic	17	Nunan, 1990
Activities	8, 11, 14, 15, 21	Nunan, 1990
Teacher role	7, 18	Nunan, 1990
Setting	19,20	Nunan, 1990

Interview

The interview used in this study was open-ended interview, it was aimed to get ancillary data to substantiate the information obtained through questionnaire. During this part of data collection, this study has interviewed the teacher or tutor of English club and a member to shared about English club activities. The interview was also recorded.

Observation

The observation was mainly concerned with learning activities in English club. This was done because the observational data afford the writers the opportunity to gather "live" data from "live" situations.

Document Analysis

Document analysis made a comparison between material in activities program document and in English Club activities. So in this stage considered the material that

was appropriate for members of English Club. The writers designed the appropriate syllabus as the program document and learning needs.

Procedures

Data analysis

In this study, there were two kinds of data analysis namely qualitative and quantitative data analysis. The quantitative data was obtained from needs analysis and expert judgment, while the qualitative one was obtained from the interview with the English Club tutor. To analyze the quantitative data from needs analysis, the writers used percentages. Meanwhile, the qualitative data was obtained from interview with the English Club tutor. To analyze the qualitative data, the steps were collecting the data, reducing the data, data display, and drawing the conclusion. When the writers collected the data and reduced the data, the writers selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcript. After the data were collected and analyzed, the last step was displaying the data and drawing the conclusion.

The triangulation was also used to enhance the authenticity and credibility of the data result, it involved some ways in collecting data, they were observation, questionare, interviews, and expert judgement. The syllabus that had been designed then assessed by the expert by matching and analyzing between target needs, learning need and syllabus design. Aspects that were assessed were how appropriate the analysis of need analysis with the syllabus, namely objective, topic and activity. There were four columns in the questionnaire with their categorizations; 'SS' was categorized as 'Very Good', 'S' was categorized as 'Good', 'TS' was categorized as 'Fair', and 'STS' was categorized as 'Poor.'

RESULTS AND DISCUSSION
Analyzing target Needs

The first item which was analyzed was the target needs. Here, the writers investigated the learners' goal in learning speaking, what kinds of text type which they found, the frequencies of using English as a means of communication in the workplace, and the students' weaknesses in learning speaking.

Goal

Table 3. The result of needs analysis on goal

Question	Items	N	%
The purpose of joining the English Club.	To pass the national examination	38	11,1
	To get the job based on the vocational program	38	51,8
	To get the good passing grade	38	9,2
	Others	38	27,7

Based on the result of needs analysis on the Table 4.1, 51, 8% of the students' aimed at learning English was to get the job based on the vocational program. Then 11,1%

of the students had chosen to pass the national examination, 9,2% of the students had chosen to get the good passing grade as the aimed to join in English Club.

Necessities

According to the Table 4 below, it shows that 50% students answer that they will deal with business document. 23,9% of the students had chosen acticles related to travel, 21,7% of the students had chosen instructional manual of certain equipment, and 4,3% of the students had chosen others of the type of English text which will be found in the workplace.

Table 4. The result of needs analysis on the text type which will be found in the workplace

Question	Items	N	%
The type of English text which will be found in the workplace.	Bussines document	38	50
	Articles related to travel	38	23,9
	Instructional manual of certain equipment	38	21,7
	Others	38	4,3

Meanwhile, according to the table 5 below, the frequencies of using English as means of communication in the workplace, 71, 7% students answer often, 25,6% students answer seldom, and 2,5% of the students have chosen others.

Table 5. The result of the possible frequency of using English in the workplace.

Question	Items	N	%
The possible frequency of using English in the workplace when you have graduated from the school is.	Seldom	38	25,6
	Often	38	71,7
	Never	38	0
	Others	38	2,5

Based on the Table 6, 44, 2% of students have chosen that meet foreigners, 37,7% of the students have chosen reading an English artcle, and 18% of the students have chosen other that useful situation for training English.

Table 6. The result of the situation that English is useful

Questions	Items	N	%
The situation that English is useful	Meet with foreigners	38	44,2
	Reading an English article	38	37,7
	Other	38	18,0

Lacks was related to the gap between the target proficiency and the existing proficiency. According to Table 7, the result of needs analysis was 38,5% students answer that the main difficulties in learning English was inappropriate grammar. 28,0% of them answer the lack of vocabulary, 21% of them answer incorrect pronounciation, and the last 12,2% of the answer inappropriate use of expressions.

Table 7. The result of need analysis on the students' difficulties in learning speaking

Question	Items	N	%
In learning speaking,	Lack of vocabulary	38	28,0

one of your difficulties is..	Incorrect pronunciation	38	21,0
	Inappropriate grammar	38	38,5
	inappropriate use of expressions	38	12,2
	Others	38	0

According to Table 8, 30% of students are at the elementary level in English, 7% of students were at the intermediate level, 1% of students were at the pre-Elementary level, all of them did not have advance level.

Table 8. The result of the English level

Question	Items	N	%
What is your English level ?	Pre- Elementary	38	1
	Elementary	38	30
	Intermediate	38	7
	Advance	38	0

According to Table 9, 46,5% of students did not like speaking activity in English. 30,2% of students did not like listening, 11,6% of students answer writing, 6,9% answer Reading, and 4,6% of students answer other that skill in English that unlike.

Table 9. The result of needs analysis on skill in English that unlike

Question	Items	N	%
The skills in English that unlike	Listening	38	30,2
	Speaking	38	46,5
	Reading	38	6.9
	Writing	38	11,6
	Others	38	4,6

Wants

Wants related to what the students' need from an ESP course. From the result of need analysis, based on the Table 10, 42,1% students answer that they will use English as a means of communication when they work abroad, 31,5% students answer domestic workplace that possible use English in their workplace, 22,8% of students answer University that possible use English after they graduated, and 3,5% of students answer other.

Table 10.The result of needs analysis on the students' wants

Question	Items	N	%
After finish school, choose the place you will possible to use English as a mean of communication.	Domestic workplace	38	31,5
	Abroad workplace	38	42,1
	University	38	22,8
	Others	38	3,5

Based on the Table 11, that the result of needs analysis the skills in English that needed, 61% of students have chosen speaking skill that students needs. 11,8% of students have chosen reading as skill in English that needed, 10,1% of students have chosen writing skill in English that their need, and 6,9% of students have chosen listening skill in English that students needs.

Table 11. The result of needs analysis the skills in English that needed

Question	Items	N	%

The skills in English that needed.	Listening	38	6,9
	Speaking	38	61,0
	Reading	38	11,8
	Writing	38	10,1
	Others	38	0

Learning needs

Learning needs are the knowledge and abilities that students will require in order to be able to perform to the required degree of competence in the target situation. It is related to input, setting, topic, activities, student's role, and teacher's role.

Input

Input related to the learning source which will be included in the material that will be written. According to the Table 12, the needs analysis process that had been conducted, 79,5% of the students chose dialogue as the input for the speaking material. 15,9 of studens chose monoluge text as the type material, and 4,5% of the students chose pictures as the type material to improve their speaking skill.

Table 12. The result of needs analysis on the learning input

Question	Items	N	%
The type of material that you need to improve speaking.	Dialogue	38	79,5
	Monologue text	38	15,9
	Pictures	38	4,5
	Others	38	0

According to the Table 13, the type of role – play which was needed 37,5% of the students was dialogue, 16% of the students answered scripted and unscripted role play as the type role play, 14,2% of the students answered debate and presentation as the type of role play that students need to learn speaking.

Table 13. The result on the type of role-play

Question	Items	N	%
The type of role-play that you need to learn speaking.	Scripted role play	38	16,0
	Unscripted role play	38	16,0
	Dialogue	38	37,5
	Debate	38	14,2
	Presentation	38	14,2
	Others	38	1,7

Settings

Settings refer to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task was to be carried out wholly or partly outside in the classroom. According to the Table 14, the result of needs analysis,

46,6% students like to carry out the task in group, 35,5% of students like individually, and 17,7% of students like in pairs.

Table 14. The result of needs analysis on how the students carry out tasks

Question	Items	N	%
You like carry out tasks	Individually	38	35,5
	In pairs	38	17,7
	In group	38	46,6
	Others	38	0

According to the Table 15, 44,6% of students answered that they like to do the task at home, 29,7% of students answered that they like to do taks in the classroom, 21,2% of students answered in the library, and 4,2% of the students answered other place that they like to do taks.

Table 15. The result of needs analysis on where the students carry out the tasks

Question	Items	N	%
The place that you like to do the tasks is..	In the classroom	38	29,7
	At home	38	44,6
	In the library	38	21,2
	Others	38	4,2

Topic

Topic is what will be discussed in the speaking material. Accroding to the Table 16, the results of needs analysis, 59,3% students like to choose topic which was related to daily life, while 16,9% students chose topic which was related to business, 10,1% students chose tourism and tecnology information as the appropriate for the speaking materials, and 3,3% of students choose other choice.

Table 16. The result of needs analysis on learning topic

Question	Items	N	%
The topic which is appropriate for the speaking material	Daily life	38	59,3
	Tourism	38	10,1
	Business	38	16,9
	Technology and Information	38	10,1
	Others	38	3,3

Learning activities

Learning activities are activities which is appropriate for the students to develop their speaking skill. Those activities were divided into warming up activity and main learning activity. Acccording to the Table 17, for the warming up activity, 28,8% students chose short questions, 23% students chose vocabulary list for warming up activity, 17,3%

students chose expressions list and grammar notes for the warming up activities, and 13,4% of students chose pictures for the warming up activity.

Table 17. The result of needs analysis on the form of warming up activity

Question	Items	N	%
For the warming up activity, the appropriate form is..	Short questions	38	28,8
	Pictures	38	13,4
	Vocabulary list	38	23,0
	Expressions list	38	17,3
	Grammar notes	38	17,3
	Others	38	0

According to the Table 18, for the main learning activity, 36% students chose information gap, 32% of students chose role play and description as kind of learning activity which was appropriate for speaking.

Table 18. the result of needs analysis on the appropriate learning activities

Question	Items	N	%
Kind of learning activity which is appropriate for the speaking is..	Role play	38	32
	Information gap	38	36
	Description	38	32
	Others	38	0

According to the Table 19, for the level of difficulty of the speaking material, 72% students were agree if there was a variety of difficulty level, 18,6% of students answered having varieties, from the easiest to the most difficult one, and 9,3% of students answered neither too difficult one of the difficulty of the speaking material.

Table 19. the result of needs analysis on the difficulty level of learning speaking

Question	Items	N	%
The difficulty of the speaking material which is appropriate is.	Neither too difficult nor too easy	38	9,3
	Having varieties, from the easiest to the most difficult one	38	72,0
	Having variety of difficulty level	38	18,6
	Others	38	0

Based on the Table 20, 33,3% of students chose quotes to intermezzos for speaking activity, 31,2% of students chose pictures as kind of intermezzos, 25% of students chose puzzle as kind of intermezzos, and 10,4% students chose other kind of intermezzos.

Table 20. The result of needs analysis on the kind of intermezzos for speaking activities

Question	Items	N	%
Appropriate kind of intermezzos for the speaking activities.	Quotes	38	33,3
	Pictures	38	31,2

	Puzzle	38	25
	Others	38	10,4

Then the type activity to improve students' speaking was 40% students prefer to information gap activity, 34% of the students prefered to role play as the type of activity, 22% of students prefered to games as the type activity, and 4% of students chose other to the type activity that to improve their speaking skill.

Table 21. The result of needs analysis on the type activity to improve speaking

Question	Items	N	%
The type of activity that you need to improve your speaking.	Role-play	38	34
	Games	38	22
	Information gap	38	40
	Others	38	4

The syllabus

The syllabus contains eight sections; those are meeting, objectives, topic, title, indicators, language functions, language focus, and activity. This syllabus was considered appropriate for the students. It was because it had fulfilled several objectives which had been conducted in this syllabus. It indicated by the activities in the classroom. The members of English Club in Kedawung Vocational State High School got treatments from syllabus that have been made based on target needs and learning needs. activities carried out include lead-in, let's practice, evaluation, homework and closing.

In testing of appropriate the syllabus for members of English club in Kedawung Vocational State High School, previous the writer did observation in classroom which aim to know activities in the classroom. The first observation was done by using the program activity which had been writed by the tutor and approved by the head master. There were several activities; lead-in, practice, evaluation and closing. The second observation was done by using syllabus which has been designed based on target needs and learning needs of members of english club in smk kedawung. The activities in second observation, students exchange information about cirebon culture in their environment. The writers indicated that members of the English club lacked knowledge of the Cirebonese culture, this was seen in the enthusiasm of members of the English Club when conducting question and answer process to fellow members. In the second study there are enthusiastic students to exchange information about the Cirebon culture, so that students become more active in expressing their opinions.

All stages of activity based on a designed syllabus, from general aspect that has been designed as objective, topic, and activity, indicate that the cirebonese culture based syllabus is suitable for members of the english club. this indication can be seen and compared to the expert judgment and activity programs contained in the English Club. The expert judgment gave 3.07 points for the general aspect of the syllabus design for the English Club of Kedawung Vocational State High School.

CONCLUSION

The target of this research was the members of English Club in Kedawung Vocational State High School. From the results of needs analysis, the members' purpose of learning English was to get the job based on their vocational program. After they have graduated from the school, they wanted to work abroad, so they need to learn English intensively, especially to develop their speaking skill. Based on the results of needs analysis, the form of the input which was needed to learn speaking was dialogues. Furthermore, the activities which were needed by the students to improve speaking is information gap. Those two activities were applied to the syllabus which had been written. Meanwhile the syllabus was design by analyzed the target needs and learning needs of the students. The syllabus was evaluated by lecturer of English for Specific Purposes. The expert evaluated the syllabus by compare the need analysis and the syllabus, with the result that the syllabus is appropriate for members of English Speaking Club in Kedawung Vocational State High School. The result of analysis for general aspect analysis was 3.07 or very good.

The result of this research is hopefully give contribution for some parties, especially to the English tutors of English Club. It is important to develop course design which appropriate to the needs of the students, especially for speaking. In developing a course design, teachers are suggested to refer to the research findings about the characteristics of appropriate English learning materials.

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