The Teaching of Local Content Subject of English for Tourism in English Language Learning At Junior High Schools

(An Ethnographic Study at SMPN 3 and SMPN 6 Sikur in East Lombok)

Pauzan[1] Prof. Dr. Joko Nurkamto,[2] Dr. Rudi Hartono,[3] Dr. Djoko Sutopo,[4]

[1] English Education, Semarang State University, Indonesia
[2] English Education, State University of Sebelas Maret, Solo, Indonesia
[3] English Education, Semarang State University, Indonesia
[4] English Education, Semarang State University, Indonesia

Abstract

This research is aimed at finding the teaching of local content subject of English for tourism in English language learning at junior high schools that makes up an ethnographic study at SMPN 3 and SMPN 6 Sikur in east Lombok in relation to: 1) the syllabus model, 2) the learning procedure, and 3) forms of evaluation results.

This research used the qualitative approach in the form of ethnography. The subjects of the study were two teachers of English for tourism and their students. The data were collected by using observation, interviews, and document. The data were analyzed by using technique continuously through domain, taxonomy, component, and theme analysis. The validity of data was tested by lengthening the time of study and triangulation.

The results of the research showed that the teaching of local content subject of English for tourism in English language learning at SMPN 3 and SMPN 6 Sikur in east Lombok was related to some items as follows: 1) the model of syllabus based on Education Units Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) which emphasized skills of listening, speaking, reading, and writing. Starting from each skill given topic in which each topic based on standard of competence and basic competence. Then the two language skills of speaking and listening are given an element of "Language Focus" whereas for the element of "grammar" given to the skill of speaking and reading, 2) the learning procedures were done through some activites: Making the learning design, and carrying out pre activities , initial activities, core activities and final activities, 3) the evaluation : It was related to the techniques of test evaluation that consist of written tests, oral tests, and test actions; the procedures of evaluation that comprise two kinds of activities or ways namely with pre-test and post-test; the tools of evaluation that can be in the test form by giving a test in the form of questions or a task that must be done by the students; and the forms of evaluation.

Keywords: The teaching, local content, English for tourism, English language learning, ethnography

1. Introduction

Local content subject is one of the subjects which can be taught in primary and secondary education. It is based on the Law 20 of 2003 on National Education System in Chapter X of Article 37. Afterwards it is clarified in Government Regulation, Number 32, Year 2013 regarding Amendment to Government Regulation, Number 19 of 2005 on National Education

Standards in Section 77N. Government regulations are then clarified with the publication of the Regulation of the Minister of Education and Culture, Number 81A, Year 2013 on the Implementation of curriculum which is outlined in Appendix 2, the Regulation of the Minister of Education and Culture, Number 81A, Year 2013 on Guidelines for Development of Local Content (Aprisama, 2014). Based on the Regulation of the Minister of Education and Culture, one of the components of Local Content lessons that can be taught is English and in its implementation should be followed up by Local Government Regulation. Local Government is divided into two parts, namely the Provincial Government and District/City Government. District/City Government has authority to implement local content in the basic Education level, namely primary and secondary school. In this case, local content implicitly is as shape of government's idea.

Local content is a subject which is taught at junior high school. Some schools in Lombok that apply local content as subject such as two schools in East Lombok namely SMPN 3 and SMPN 6 Sikur. SMPN 3 Sikur with the local content subjects: English for tourism (*Bahasa Inggris pariwisata*) and Horticulture (*Pertamanan*). SMPN 6 Sikur with the local contents: English for tourism (*Bahasa Inggris pariwisata*) and Arabic Language (*Bahasa Arab*). SMPN 3 at Sekotong in West Lombok with the local content subjects: 1) English for tourism (*Bahasa Inggris Pariwisata*), 2) Sasak language (*Bahasa Sasak*), and 3) basic mathematics (*Matematika Dasar*) (SMPN 3 Sekotong, 2009a), SMPN 3 Tanjung in North Lombok with the local content subjects: 1) English for tourism (*Bahsa Inggris pariwisata*)2), Regional language/culture (*Bahasa/Budaya Daerah*), and 3) Food science (*Tata boga*) (SMPN 3 Tanjung, 2013). The local content in the context of English for tourism is a part of English for specific purpose (ESP) for purpose of tourism (Astini, 2014). According to Robinson (in Arifah and Prijambodo, 2014) that as with most disciplines in human activity, ESP is a phenomenon grown out of a number of converging trends of which we will mention three most important parts as the expansion of demand for English to suit specific needs of a profession; the developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication); and educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning).

Thus, local content subject in relation to English language can be understood as a shape of government's idea and one of the components of local content subject that can be taught at primary and secondary education. English is important to teach for students as early as possible for the purpose of competition in the globalized world. It is commensurate to what Rixon and Kubanek (in Varden , 2013) says that English for young children should be taught to give them the opportunity for the purpose of competition in the globalized world.

English subject consists of two parts namely compulsory subject and local content subject. Compulsory subject is a subject that must be taught to students whereas local content subject is a subject that may/not be taught. That is why, it is given with the term of local content subject. There is difference between time allocation of compulsory subject and local subject namely compulsory subject is four hours a week. Whereas local content subject (e.g. local content subject of English for tourism) is two hours a week.

The total number of junior high schools (SMP and MTs) at East Lombok   are 434 (Dinas dikpora kab. Lombok Timur, 2016). Out of 434 schools (SMP/MTs), in East Lombok, just SMP Negeri 3 and SMP Negeri 6 Sikur which apply local content subjects of English for

tourism in English language learning. The local content subject is taught at the two schools, because both the schools are located at Tetebatu (Tetebatu Village), Sikur subdistrict. Tetebatu is famous as tourism region. Tetebatu has its owns tourism objects which offers the beautiful nature.

In relation to the local content subject, indeed government gives a policy to schools in the areas of the tourism object to enter English for tourism as a local content subject. That is why, schools in Lombok that are located in the areas of the tourism object apply local content subject of English for tourism. The special term of local content subject of English language is local content subject of English for tourism. English for tourism as local content subject is taught in grades VII, VIII and IX (Adeyanto 2012) . In this case, it is equal to article as cited on one of the schools in Lombok i.e., SMP Negeri 3 Sekotong (2009b) that the local content subjects of English for tourism are given in grades VII, VIII and IX. In reality, the local content must not be taught in the three grades. But it depends on a certain condition and a wisdom of a school such as SMPN 3 and SMPN 6 Sikur apply the local content in grade IX only.

Generally, definition of local content is a set of plans and arrangements regarding the purpose, content, and teaching materials. It is prepared by the education unit in accordance with the diversity of local potency, regional characteristics, areas advantages, local needs, and each environment. It is as well as the means which are used to guide the implementation of learning activities for achieving specific educational goals. Specially, local content is a program of education in the form of subject with content and the learning media. It is associated with the natural environment, social environment, and the cultural environment and the needs of the region that must be learned by the students in the area (Siskawati, 2013a).

Therefore in learning activities which own local content should consider compliance with environmental conditions and community needs. For example in an area where there are objects of tourism environment that enable every moment happens interaction with foreign people, so the local content of English language learning is regarded as appropriate subject to environmental conditions.

Local content subject aims to provide a stock of knowledge, skills, and behaviors of students for owning steady insight on the state of the environment and the needs of the community in accordance with the values / rules that obtain in the region for supporting the sustainable development of regional and national development (Ministry of Education in Siskawati, 2013b).

In order to produce effective results in conducting activities of learning, either local or non-local English language learning, of course it begins with a plan that involves various components, for the planning of learning as a process of cooperation, not only focuses on the activities of the teacher or student activities only, but teachers and students together try to achieve learning objectives which have been determined. Learning plan is also a process of the decision-making of results in a rational thinking about the goals and specific learning objectives, namely a change in behavior as well as a series of activities that must be carried out as effort of achievement of the goal by utilizing all potential and existing learning resources. Results of the process of the decision-making is arranged of the document which can be used as a reference and guidance in implementing the learning process (Hasani, 2013).

Local content subject is based on local content curriculum. It has been arranged on the syllabus from primary to secondary school. In this case, the syllabus in relation to the model, then the model of syllabus for primary school is different from secondary school. Differences in certain respects are emphasises on each model of syllabus (Siskawati, 2013c). Local content subject in correlation with the local content curriculum, some schools still use the curriculum of KTSP. As we know that application of the curriculum of KTSP in teaching and learning English subject at schools emphasize on the four skills of language, namely listening, speaking, reading, and writing, as stated by Suharsaputra (2013), the curriculum KTSP for the English learning in junior high school covers four language skills anmely listening, speaking, reading and writing.

In local content subject, surely it is expected success in learning, but success is not easily obtained regardless of the learning procedure. Learning procedure refers to the learning process. According Ruhimat (2012), the learning process is a series of activities and interaction between students and teachers that are controlled through lesson planning. Implementation of the learning process needs to be carried out systematically by the learning procedure which has been developed. The learning process is one important step in learning. Therefore, the learning process should be done through a systematic and systemic procedure. The learning procedure is a sequential process in forming the ability of students in accordance with purpose which has been intended.

Evaluation of learning outcome need to be done because the evaluation of learning outcome is an action or process to determine the value of student success after making the learning process at any given time. The objective of evaluation of learning outcome consists of general and special purposes.1) general Purpose; a) to gather data about the extent of progress and development of learners, as they follow the learning process within a specified period. It means that the extent to which their success in achieving the curricular goals, b) to determine the effectiveness of the teaching methods that are used in the learning process, and 2) special Purpose; a) to stimulate learners in the learning program, b) to find the factors of success and failure of students in the following study, while the function of evaluation of learning outcome consists of two functions: In general evaluation has many functions. Those functions include: (1) the selective function. With the evaluation, the teacher can select test participants (students) in order to achieve certain goals. Related to this purpose, some of the things that can be drawn from the evaluation, (2) function of diagnosis. To know in what a student has a weakness in the study, (3) function of placement. With the evaluation results which are obtained, the teacher can determine where the exact position of the student, (4) function of measurement of success. In this case, it is the success of the program, including the achievement of the goals and methods as well as the use of means. More specific functions of Evaluation of learning outcome that are conducted in the process of teaching and learning in schools are, (1) to determine the extent of the achieved results in the process of education that have been implemented, (2) to determine whether the subjects that we teach can be continued with new material or not, (3) to obtain information materials for determining whether a student can be raised to a higher class or must repeat, (4) to compare whether the achievements of the students are in conformity with the capacity or not, (5) to interpret whether a student is mature enough to let go into the community or to institutions of higher education, (6) to hold the selection, and (7) to determine the level of efficiency of the method which is used in teaching and learning (Aziz, 2012).

This study focuses on the key issue namely how the teaching of the local content subject of English for tourism in English language learning at SMPN 3 and SMPN 6 Sikur in East Lombok. And researcher formulates the problems in the form of questions "How are the teaching of local content subject of English for tourism in English language learning conducted in relation to: 1) the syllabus models, 2) procedures of learning, and 3) forms of evaluation result?.

Thus objectives of study are to describe the teaching of local content subject of English for tourism in English language learning at the two schools in relation to the model of syllabus, procedure of learning, and forms of evaluation results.

2. Methodology of Reasearch

This research used the qualitative approach in the form of ethnography. Ethnography is the systematic study of people and cultures. It is designed to explore cultural phenomena where the researcher observes society from the point of view of the subject of the study (Payne, 2015). According to Hoey (2013), the term ethnography has come to be equated with virtually any qualitative research project (e.g., see Research Gateway) where the intent is to provide a detailed, in-depth description of everyday life and practice. This is sometimes referred to as "thick description" -- a term attributed to the anthropologist Clifford Geertz writing on the idea of an interpretive theory of culture in the early 1970s (e.g., see The Interpretation of Cultures, first published as a collection in 1973).

In this case, ethnography in the correlation with the qualitative approach, then the qualitative approach denotes a part of ethnographic approach. According to Ejimabo (2015), the ethnographic approach that is used in the qualitative research design was adapted from the field of anthropology (psychology, sociology) as a way of describing human behavior, social life, and is centered on the study of different cultures of the group of people in their natural settings while using the historical, holistic, and comparative designs. Ethnography as a methodology and its application to the study of schooling. (Figaredo 2006).

The ethnographic approach that was used in the qualitative research design was adapted from the field of anthropology (psychology, sociology) as a way of describing human behavior, social life, and was centered on the study of different cultures of the group of people in their natural settings while using the historical, holistic, and comparative designs.

In doing the research, researcher pays attention in relation to words and actions. In this case, it includes about what people do (behavior), what they are saying (Language), and some of the gaps between what they do and what should be done, as they set up and use (Artifacts), (Spradley in Creswell, 1998: 59)

2.1 Types and Sources of Data

This research in the form of qualitative data that correlates with the setting of classroom of English at junior high school.

According to Bogdan and Bliken (1992:63) background of research as source of data that consists of three aspects namely:

1. A special place in an institution
2. A group of the certain people
3. Some activities at school

According to Lofland and Lofland (in Moleong, 2008:157), source of the main data is words and action. Remainder is the extra data such as document, etc.

It is commensurate with opinion above, accordingly the sources of data in this research are got from:

1. The event, namely the process of English language learning in junior high school classroom.
2. Informants, namely Akhmad Zainal Abidin, M.Pd (A principal of SMPN 3 Sikur) and Rusman, S.Pd (A principal of SMPN 6 Silur), several students who comprise three persons namely Nora and Nurmala (Students of SMPN 3 Sikur), Atriana (A student of SMPN 6 Sikur), and teachers consist of two persons namely Mrs. Elni (A teacher of English for tourism at SMPN 3 Sikur) and Mr. Her (A teacher of English for tourism at SMPN 6 Sikur) , and
3. Documents, namely the written information that relates to data of a institution (both the schools), people (headmaster, teacher, student), some activities about the teaching of English junior high schools in SMPN 3 and SMPN 6 Sikur. The selected document is the permission letter and so on.

2.2 Data Collection Techniques

Data collection techniques that are used in this study are as follows:

1. Observation.

Observation was conducted during the activity process on English language learning in the both schools and wrote down what phenomena happened during activities process. Afterwards data that was obtained was collected. According to Bogdan (1992: 3), observation in this study is characterized by social interaction that takes a long time between researcher and subject in the subject environment, during that the data in the form of field notes that are collected systematically.

2. Interview

Interview was conducted with informant namely principals and teachers for the purpose of obtaining a general overview of the teaching of local content subject of English for tourism in English language learning at both the schools.. Interview was carried out with students to get an overview of the activities that they conducted in learning, interest and motivation toward English. Interview was carried out with English teachers to obtain information about the role or function that was performed in English language learning at both the schools .

Interview and observation techniques were guided and developed as proposed by Spradley (1980: 34) that   interviews are conducted in descriptive, structural and contrast manners. These three kinds of interviews then are realized in the form of questions, so in the ethnographic intervews, three types of interview questioning are frequently used: descriptive, structural, and contrast questions (Spradley in Babione, 2015). Whereas observations are made

in descriptive, focused and selective manners. It is commensurate with Spradley (in Whitehead, 2005) that in ethnographic observations, there are some observational categories namely descriptive, focused, and selected observations.

Descriptive interview was conducted on principals, and teachers of English to obtain an overview of the teaching of local content subject of English for tourism in English language learning at both the schools. Whereas descriptive interview with students was performed to obtain description about the activities they were doing in learning, information of interest and motivation in English language learning.

After interviews, researcher then conducted data reduction and domain analysis. Structural interview was done on informants who have determined namely the principal and teachers of English. The data that was obtained from structural interviews were then analyzed. At this stage, the analytical techniques that were used are the taxonomic analysis techniques. Qontrast interview was conducted with qontrast question, and then componential analysis and analysis of themes were carried out in the process of English language learning. Descriptive observations were conducted by researcher in the learning process by involving himself in learning activities. Observation that was conducted in this study included the learning process in the classroom, the role of teacher, the role and behavior of students in learning. Observations that were conducted in both the schools were focused on English language learning activities. Selective observations were conducted on the process of learning activities related to the learning objectives, model of syllabus, forms and procedures of learning, teaching materials, evaluation of learning outcomes, the role of teacher, the role and behavior of students in learning, and positive values and effects of the teaching of local content subject of English for tourism to English proficiency of students.

3. Documents

In the contexts of the document, researcher conducted document analysis. According to Bloor and Wood (2006:57), document analysis is the careful examination of documents and their content in order to draw conclusions about the social circumstances in which the documents are produced and read. Documntary analysis does not display a clear-cut methodology but encompasses a variety of approaches to documentary sources. The content of the study is a research method that utilizes a set of procedures to draw conclusions that is born of a book or the document.

To get an objective and systematic image, the document that was used is a document on some data about students, teachers, headmaster and both schools. The aim was to complement the available information that has been obtained through observations and interviews.

Collecting data that was obtained through observation, interviews and document analysis were set forth in the form of field notes where it denoted the raw data of the study.

2.3 Technical Examinations of the Validity of Data

In order to guarantee objectivity and credibility of data, examinations of the data must meet four criterion, namely, credibility, transferability, dependability, and confirmability. (Moleong, 2004:324).

a. Credibility; it is used in carrying out the inquiry so that the confidence level of information discovery can be achieved, demonstrating degree of confidence in the results of the invention by way of proof on the double reality that is being studied.

b. Transferability; in doing diversion, investigators find and collect empirical occurrence of similarities of context by providing descriptive data that is sufficient to make the decision for transfering of the data.

c. Dependability; it is used in repetition and checking back to the focus of research. If done in two or more repetitions in the same condition and the results are essentially the same, it means that level of reliability is achieved.

d. Confirmability; it is conducted by researcher to ensure that the data that is obtained whether or not it is completely objective on the agreement between the researcher and the object that is researched.

Of the four criterion above researchers should determine techniques that used to inspect the validity of research data viz technics of extension of the participation, persistence/ Regularity, and triangulation.

1) Extension of the participation; by extending the time through observation of the process of learning activities and interviews at both the schools, it means to avoid untruth information, so the data that is obtained is credible.

2) Persistence/ Regularity; Persistence of observation is conducted by researcher to look for interpretation consistently with the various ways in relation to the process of the constant analysis by focusing on the problem of researcher.. Regularity of observation is conducted by researcher to discover the characteristics and elements in the relevant situation to the issues that are being searched and then focus on those things in detail.

3) Technique of triangulation is used to double-check and compare the data that is obtained during the interview with the principal, a teacher of English, and the students in both the schools.

2.4 Data Analysis Techniques

According to Spradley (in Onwuegbuzie, Leech and Collins, 2012), ethnographic analysis comprises four components: *(a) domain analysis; (b) taxonomic analysis; (c) componential analysis; and (d) theme analysis.*

Domain analysis. Domain analysis is the first type of analysis to be undertaken in the ethnographic analysis sequence. This form of ethnographic analysis involves a search for the larger units of cultural knowledge, which Spradley called domains. Thus, the goal of a domain analysis is to understand better the domain. Specifically, domain analysis starts with examining symbols because of the belief that symbols are an essential way of communicating cultural meaning. Every culture—including the research culture and numerous research subcultures—has symbols or elements that represent other items. Symbols have three components: (a) the symbol itself (i.e., cover term); (b) one or more referents (i.e., to what the symbol refers; included term); and (c) a relationship between the symbol and the referent (i.e., semantic relationship). In other words, domains are created from (a) cover terms (concepts; Y); (b) included terms (referents; X); and (c) a semantic relationship between the cover term (Y) and the included terms (X). To understand the symbol, it is necessary for the researcher to analyze the relationship of the symbol to the referents. This is undertaken by examining semantics.

Taxonomic analysis. Although domain analysis can be conducted by itself, it can be combined with taxonomic analysis, which is the second step in the ethnographic analysis process. Once research synthesis domains have been identified, taxonomic analysis can be employed by selecting one domain and placing it into a taxonomy. Spradley defines a taxonomy as a classification system that inventories the domains into a flowchart or other pictorial representation to help the researcher understand the relationships among the domains. Thus, as is the case for domain analysis, a taxonomic analysis is characterized as a set of categories that are organized on the basis of a single semantic relationship. However, unlike a domain analysis, a taxonomic analysis, via a taxonomy, exhibits the relationships among all the terms in a domain. Moreover, a taxonomic analysis depicts the hierarchical structure of the terms representing a domain, by indicating the subsets of terms and the relationship of these subsets to the domain as a whole.

Componential analysis. Although componential analysis can be conducted by itself, it can be combined with domain analysis and taxonomic analysis, which, as noted previously, are the first and second steps of the ethnographic analysis process. According to Spradley, componential analysis is a "systematic search for attributes (components of meaning) associated with cultural symbols". Here, matrices and/or tables are used to determine the differences among the subcomponents of domains in order to "map as accurately as possible the psychological reality of our informant's cultural knowledge". Typically, tables have at least two dimensions: (a) the contrast set; and (b) dimensions of contrast. The contrast set is a set of attributes or components of meaning for any term, whereas the dimensions of contrast are questions formulated by the researcher to help differentiate the contrast set. Each question needs to be constructed in such a way that the possible responses are either yes or no.

Theme analysis. The final analysis in the ethnographic process is theme analysis. This analysis is conducted by developing themes that "go beyond such an inventory [of domains] to discover the conceptual themes that members of a society use to connect these domains" . More specifically, a theme analysis involves a search for relationships among domains, as well as a search for how these relationships are linked to the overall cultural context. Like a constant comparison analysis, the reviewer might use each theme that is extracted from a theme analysis to inform a paragraph or even a (whole) section, with each theme label (or its variant) providing the name of the section or sub-section.

Based on the ethnographic analysis according to Spradley above, accordingly in this data analysis technique, researcher conducted steps analysis techniques as follows:

a. The first phase, *domains analysis*: After observation and descriptive interview were conducted, it was continued with the activity of domain analysis to determine the domains that were covered by the environmental conditions, the role of teachers, and the role of students in the process of learning English in both the schools, especially the domains that were related to the learning objectives, a model of syllabus, forms and procedures of learning, teaching materials, evaluation of learning outcomes, the role of teacher, the role and behavior of students in learning, and positive values and effects of the teaching of local content subject of English for tourism to English proficiency of students. From the analysis of the domain was followed by focused observation and structural interview that could be grouped into three elements viz coverage, covered, and semantic relationships.

b. The second phase, carrying out *taxonomic analysis*: This phase was done after focused observation and structural question, based on focus that have been choosed in finding of some covered domains in environmental conditions, the role of the teacher and the student role in the learning of English in both the schools.

c. The third phase, performing *componential analysis*: In this case, the researcher looked for attributes of elements in each of the domains that were based on selected observations and contrast interviews. By contrasting elements in the mentioned domain which could be clearly distinguished .

d. The fourth stage, *an analysis of the theme*: This phase was done after obtaining a holistic understanding of the data that was found. Furthermore, the data was described about the teaching of local content subject of English for tourism in English language learning at both the schools that are connected with models of syllabus, forms and procedures of learning, teaching materials, evaluation of learning outcomes.

3. Results and Discussions

In the results and discussion, writer would like to describe the teaching of local content subject of English for tourism in English language learning at the two schools in relation to the model of syllabus, procedure of learning, and forms of evaluation results.

3.1 Models of Syllabus

Model of syllabus which is meant here is the description and organization of teaching materials that will be taught.

When researcher interviewed Mrs. Elni and Mr. Her, They stated that the models of syllabus that were meant about the organization of learning material to be taught to students. In this case, teachers presented the scopes in the syllabus such as topics, sub-topics and so on.

The following the results of interview with them.

1. The result of the interview with Mrs. Elni:

R: I'm sorry ... related to the syllabus you use, if I may know, how is the model of sillabus you use in school?

T: Talking about the model of syllabus, I think it talks about the organization of learning material to be taught to students. In correlation with this, the scopes of which are contained in the syllabus, some of them are: topics, sub-topics and so on. For more details, you can refer to the handbook that I use (While showing her book)

R: Like this!

T: Yeah like this
2.The result of the interview with Mr. Her:

R: Mmm..next, I want to ask about a model of syllabus you apply in school. Of course in this case related to the model of syllabus for local content subject of English for touism. How do you think about the model of syllabus you apply?

T: All right..I try to answer your question. Descriptively I can extend that for me, the essence of the syllabus can be understood as a set of plans and arrangements of learning activities. Then in the syllabus of local content of English for tourism exists organizations of learning materials that must be taught in the form of coverages, some of them are: topic, subtopic, language functions, language functions examples and examples of sentence patterns, phrases / words. In order that it is more obviously, I have a handbook, you can see what kind of coverage in this book (He showed his handbook)

As stated by them that the model of syllabus which was meant here was the description and organization of teaching materials that would be taught with coverages as follows:

"Syllabus model of grade IX for junior high school has competency standard and basic competencies in which it has essences of content namely firstly students are expected to be able to express meaning in transactional and interpersonal conversations orally, shortly, simply, interacting in daily life that is called with competency standard. Then, secondly students are expected to be able to express meaning in transactional and interpersonal conversations shortly, simply by using a variety of language orally, accurately, fluently and rationally to interact in the context of daily life that involves speech acts, request and provide assurance as well as express and respond doubt called basic competencies. So in the context of English language learning of local content of English for tourism is expected to implement the contents of the competency standard and basic competencies. Coverages which are in the learning materials of local content of English for tourism at SMPN 3 and SMPN 6 Sikur basically rest on the contents of the competency standard and basic competencies. Because in both schools are still using curriculum 2006 or another term of KTSP, so the material emphasizes on the four elements of language skills, namely speaking, listening, reading and writing. Implementation of the four elements of language skills are based on the content of competency standard and basic competencies. So that there is "language focus" which becomes the basis of making the material. This language focus includes an expression of certainty and doubt".

It can be seen on the content of Mr. Her's handbook. As for the language focus for example as follows:

Language Focus
Ada beberapa ekspresi untuk mengungkapkan keraguan:

- Really?
- Are you sure?
- What if I buy a new t-shirt?
- Can you?
- I am not sure
- I doubt
- I am not certain

Beberapa ekspresi menanggapi keraguan:

- Don't worry
- I am sure
- I see

- It does not matter
- Never mind
- Ok. No problem
- Fine. Go a head

Beberapa ekspresi mengungkapkan kepastian

- I am sure
- I believe
- I am certain

Materials which were presented by Mrs. Elni and Mr. Her had elements of the four language skills but with different topics. The topics which are meant namely topics that were presented by Mrs. Elni about the concepts of tourism; 1) Certainty and uncertainty expression, 2) waterfall, 3) foster, 4) Lombok. While the topics presented by Mr. Her about concepts of tourism; 1) concerning certainty and doubt 1 :, 2) concerning certainty and doubt 2 :, the descriptive and report texts, 4) Gili Lampu beach. Each topic reflected in language functions which was expected. For example the topic of "Waterfall", it was expected that the students were able to ask questions about the waterfall, for example the language connected with the expression used by students to refer to the waterfall, for example:
1. What is waterfall?
2. Where is it located?
3. Waterfall is natural resource that could be updated because…

Model of material for the four elements of language skills delivered either by the Mrs. Elni or Mr. Her were almost same.

Mrs. Elni presents form of language skills as follows:

1. For speaking skill, 1) dialogue, this dialogue was practiced by student, 2) instructing the student to make a dialogue with certainty and uncertainty expression, 3) instructing students to read a text, and then finding the meaning of the words.

2. For Listening skill, 1) there were pictures, then the teacher made questions to be answered by the students by answering questions in the blanks, 2) there was a command to do a text by means filling in blanks and answer questions related to the content of the text. . But before students did the text firstly teacher read the text and then student listened to what was read by the teacher, 3) the teacher read a dialogue and students were asked to listen to it after the teacher asked the students to fill blanks for the content of the dialog. After the contents of the dialogue were filled by the students, then teacher presented a questions to be answered by the students based on the content of the dialogue.

3. For Reading skill, 1) there was a text that had some questions to be read and then answered by the students, 2) teachers instructed students to read the text and then filling it in blanks with words in a box, after it was presented, then there were some questions to be answered by students ,

4. For writing skill, 1) the students were asked to observe a foster and answer some questions related to the content of foster, and 2) the teacher presented the jumbled sentences, and students were told to arrange the sentences into a good text.

Whereas Mr. Her presented forms of language skills as follows:

1. For speaking skill, 1) there was a dialogue, and the dialogue was practiced by student, 2) the teacher ordered students to respond for some statements with certainty expression, 3) the students were told to make a short dialogue by inserting an element of certainty expression, students were told by teacher to make short dialogue and then teacher asked students to include elements of expression that express asking someone to repeat his/her sentences, 4) teacher ordered the students to make the dialogue by inserting the expression "Amazement", 5) teacher ordered students to match words in column A with the ones in column B to make-phrase, 6) teacher incorporates element of grammar in these skills and in this grammar, teacher presented the dialogue in which this dialogue had some questions to be answered by the students.

2. For Listening skill, the teacher read a dialogue and students were asked to listen to it after the teacher asked the students to answer some questions that were connected with the content of the dialogue,

3. For Reading skill, 1) there was a text that had some questions to be read and answered by the students based on the content of the text, 2) students were told to match the English with the meaning, 3) in this skill, teacher incorporated element of grammar and in this grammar, teacher provided the dialogue in which this dialogue had some questions to be answered by the students. In addition, students were told to complete the table with the correct form of comparison degree.

4. For writing skill, 1) teacher provided a text that had blanks after that students were asked to fill it in the blanks with a suitable words, 2) the teacher presented some sentences which had jumbled words, then students were told to arrange the words into a good jumbled sentences.

Discussion

Syllabus of subjects for the local content of English for tourism in both schools as a local content, the learning materials prepared on concepts of KTSP.

KTSP explains that the learning of English in schools aims to develop students' ability to communicate orally and in writing. This is a trust that must be performed by the teacher as a facilitator of learning. The students' abilities in communicating include listening, speaking, reading, and writing (Spendel, 2011).

Starting from each skill given topic in which each topic based on standard of competence and basic competence. Then the two language skills of speaking and listening are given an element of "Language Focus" whereas for the element of "garammar" given to the skill of speaking and reading.

For example of the topics. , the local cotent subject of English for tourism in grade IX are the topics: CONCERNING AND CERTAINTY Doubt 1:

Language Functions: Answering or discussing a certain topic by wearing the expression of certainty and doubt in a sentence or dialog.

Examples of language functions associated with wearing the expression of certainty and doubt in a sentence or dialog.

"I am sure that there are many different types of work in tourism".

"A: Are you sure that tourism helps people in the world understand each other?

 B: I don 't know. I am not sure about it ".

Explanation above shows that the syllabus which is used is in accordance with the demands of the curriculum concept in 2006 or another term of KTSP. Points of the material taught to students are not prepared on language skills or language elements separately, but the skills and language elements developed based on themes that function here as an umbrella of learning activities in an integrated manner. As seen in the topic / theme used "CONCERNING CERTAINTY AND Doubt 1:" is described in the function of language, using the speaking skills (it can be seen from Answering or discussing a certain topic by wearing the expression of certainty and doubt in a sentence or dialog), then it continued with the presentation of the elements of language which emerged in the use of patterns of sentences, words, or phrases that range on a given topic.

This is consistent with the nature of language as a system which its significance in communication is in the totality, so it is easier to learn in integrated and functional manners, and in a natural context.

Learning centers on selected topics which are listed in the syllabus of the local content subject of English for tourism at junior high school as a local content where these topics are part of the coverage contained in learning materials.

3.2 Learning procedures

The learning procedures applied in both schools were substantially same which were grouped into four stages: pre activities , initial activities, core activities and final activities. In doing these pre activities, teachers prepared Lesson Plan, the relevant material, props and so forth. Then for the initial activities, extending greetings, checking stationery availability, the cleanliness and tidiness of the classroom, student attendance, homework, doing discussion of material and apperception. Further core activities in the form of activities to explain, notes, and exercises while for the final activity, the teachers gave homework to students.

This is in accordance with the result of the interview:

Interview with Mrs. Elni.

"R: Then, related with of the local content subject of English for tourism, how is the procedure of English language learning?
T: Actually.., in the English language learning of the local content subject of English for tourism is conventionally composed of pre-activities, initial activities, the core activities and final activities. In doing this pre-activities I prepare lesson plans, relevant materials that will

be taught to students etc. After that for the initial stages, as usual greeting, checking student attendance, and so on. Afterwards doing some core activities such as activity to explain the material that is taught, then doing note and exercise. For the final activity, I give students homework".

It is equal to the result of interview with Mr. Her.

"R: Then, related with local content subject of English for tourism, how is the procedure of learning when you teach?

T: Yeah…., well, I try to answer your question, you see, in the implementation of learning English for tourism I group it into four stages: pre-activity, initial activity, core activity and final activity. I can elaborate upon it, firstly in doing this pre-activitiy, I prepare lesson plan, the relevant material, props and so forth. Secondly for the initial stages, I extend greeting, I check readiness of stationery supplies, cleanliness and neatness of classroom, student attendance and students' homework, and I conduct apperception that denotes questions and answers in relation to the last materials. Thirdly I do the core activities in the form of activities of explanation, notes, and exercises. Finally for the final activity, I give homework to students".

According to the student's confession that the activities done by Mr. Her indeed, it was true as stated by his students.

R: Kegiatan apa saja yang dilakukan oleh gurumu selama proses belajar mengajar?

S: Maksud bapak?

R: Maksud saya, apakah gurumu begitu masuk, mengucapkan salam "Assalamu'alaikum" gitu?, atau menyampaikan *greetings*?

S: *Greetings* maksud bapak apa?

R: *Greetings* maksudnya ucapan-ucapan selamat, seperti selamat pagi, selamat siang, gitu lho maksud saya

S: Ya, begitu masuk guru saya bilang "good morning", kadang-kadang mengucapkan "Assalamu'alaikum"

R: Habis mengucapkan salam atau menyampaikan greetings, terus apa kegiatan berikutnya yang dilakukan gurumu?

S: Mengecek kehadiran kami dengan cara dipanggil satu persatu

R: Setelah itu?

S: Mengajar

R: Yang kamu lihat waktu gurumu mengajar,kegiatan apa saja yang dia lakukan?

S: Menjelaskan, mencatat kemudian latihan

R: Apakah kamu pernah diberikan PR?

S: Ya

According to the result of researcher's observation inside and outside classrooms when teaching on 2nd August , 2016. Stages of the activities carried out by Mr. Her. At the initial activities; greetings, checking student attendance, conducting discussion a material and apperception. Here's the result of the observation:

T: Assalamu'alaikum

S: Walakumussalam

T: Good morning

S: Morning

T: How are you?

S: Fine

T: Are you ready to study?

S: Yes

T: Siapa punya tugas kebersihan pagi ini?.

S: saya pak (One of students in the name of Atriana answered his teacher's question)

T: Thank you

S: …..

T: Who is absent today?

S: Wildan pak

T: Jadi cuma satu orang ya yang tidak masuk hari ini?

S: ya

T: Anak-anak pelajaran kita pagi ini Concerning Certainty and Doubt 2: Tapi untuk topic ini kita belajar di luar kelas ya!

S: Ya…pak, asyiik…(Students responded)

T: Baiklah, sekarang saya mau tanya ya!, pelajaran yang kemarin. Silahkan buka bukumu halaman 2. Who still remember the answer of exercise 3 for number 2?...siapa yang masih ingat jawaban latihan 3, nomer 2? (Students learnt outside the classroom)

S: I don't know. I don't believe about it (Some students answered the number 2)

T: Ya…right. What about number 4?. Who can answer it?

S: I know. Yes I believe (Some students answered the number 4)

T: Good…Next, buka halaman 3…What about the exercise 5?.., ada yang masih ingat jawab nomer 1?

S: Pardom me…(Some students answered together)

T: Yes…jawaban kalian benar. Kalau nomer 2, what is the answer for the number 2?

S: Would you repeat it, please? (Students answered the number 2)

T: Yes… your answers are correct. Nomer 4, apakah kalian masih ingat jawabannya

S: What? I didn't hear you (Some students answered the number 4)

Subsequently Mr. Her conducted core activities in the form of activities; explaining material, doing note, and exercise. Whereas the final activity; giving homework to students.

Here's the result of these observation:

T: No…it is wrong, The correct answer is spectacular exhibition.
Okey…selanjutnya kita bahas Grammar mengenai konjungsi "Not only…but also", dan "Both…and". Anak-anak…"not only….but also" ini artinya tidak hanya tetapi juga. Contoh "Indonesia is <u>not only</u> beautiful <u>but also</u> rich". Kalau kita artikan kalimat ini ke dalam bahasa Indonesia, maka maknanya adalah " Indonesia tidak hanya indah tetapi juga kaya". Anak-anak kalimat tersebut dapat dirumuskan sebagai berikut: S+Verb+Not Only+Adjective+But Also+Adjective (Teacher explained material while tudents wrote down it)
Gemana anak-anak? Apa kalian mengerti?
S:Yes
T: Berikutnya… mengenai "Both…and". Perlu saya jelaskan bahwa "Both….and" ini merupakan konjugsi. Secara harfiah kata hubung ini berarti "Kedua-duanya". Contoh: Joben has both the waterfall and the swimming pool. Kalimat ini dapat kita berikan keterangan sebagai berikut: "<u>Joben</u>   <u>has</u> both <u>the waterfall</u> and <u>the swimming pool</u>".

```
        S       V       N               N
```
Baiklah anak-anak, ada beberapa latihan yang kalian harus kerjakan sekarang, yaitu exercises 9, 10,dan 11. Tetapi kalau waktunya tidak cukup maka   ketiga exercises ini kerjakan di rumah sebagai PR.
S: Ya..pak

Discussion

Learning occurs when of the interaction among teacher and students. The learning process requires careful planning, coordinating the elements, materials or learning materials, learning activities, methods, media, learning, and evaluation.

All of the items above must be planned and made consistently. If the study is designed well and properly can be a reference to step on the stage of implementation of the learning in the classroom systematically. Vice versa, if the lesson plan made improper and are not systematic, so learning implementation will not work effectively and efficiently.

According to researcher's observation, what are stated by Mrs. Elni and Mr. Her in the lesson plan seems quite attentive on the main components in the learning unit or lesson plans. In order to be used as a guide in the implementation of learning, preferably in designing the learning unit should at least include the components as mentioned above.

Based on researcher's observation, teachers of the local content subject of English for tourism at SMPN 3 and 6 Sikur in the lesson plan are enough to pay attention to major components that exist in unit of the learning. According to reality, lesson plan is not fully used in the implementation and applied in the implementation of learning in the classroom. Lesson plan is less accurate and detailed to make, so it is impressed just fulfilling the administrative demands that is imposed before implementing the learning in the classroom.

The next stage after designing a lesson plan namely the implementation of learning in the classroom. It should be an implementation of what has been designed in the lesson plan. In fact, sometimes teachers do not make and make a lesson plan, or even if they make the lesson plan it is impressed perfunctorily to make the lesson plan. They do not pay attention to the basic components that exist in the lesson plan. But in implementing the local content of English for tourism in the classroom, the teachers are helped by LKS books they make themselves.

The learning activities that are done by teachers tend to be based on the steps provided in the LKS.

According to Novita (2013), in general, the learning procedure consists of initial activities, core activities, and final activities. The three activities constitute a unity that are intact and order in shaping the ability of students that are expected

Phase of the learning, in classroom in its implementation is started from step of initial activity. This activity is realized in the form of greeting , students' attendence, providing motivation, and apperception. The activities carried out by teachers in order to prepare students physically and mentally to start learning.

In addition, in the initial activities, the teacher has demonstrated activities related to: how to start the learning that can draw the attention of students, motivating students, linking the subject matter to the student experience, describing outlines the materials and activities as learning footing. Implementation of initial activities undertaken by teachers has been able to support the learning process effectively and efficiently.

Phase of core activities, in fact this activity is the stage of development of language skills and linguistic knowledge. Its implementation should be consistent with the objectives, conditions of the students, the situation, and the environment. To demonstrate the degree of correspondence among the learning with the learning objectives, the needs of students, the situation changes and the environment need to be considered about indicators as follows: the learning according to the purpose and nature of learning materials; learning in accordance with the development and needs of students; coordinated learning (the teacher can control the lesson, the students' attention focused on the lessons, classroom discipline maintained); according to the situation of learning and the learning environment (space, furniture, change of situation). However, in practice, some indicators do not appear as mentioned in the above indicators. For example in a learning activity of some students do not pay attention to the lesson, some students who daydream, make noise, and so on. This proves that learning is less coordinated.

For implementation of phase of initial activity, it should be in the form of gift of confirmation about language skills that have been trained, giving the opportunity to express constraints experienced during the learning process, providing follow-up activities such as homework, and so on. It is in harmony with the conveyed matters above, in the implementation of the stages, teachers give conclusion, assignment, confirmation of material relating to the development of language trained.

From the above it can be concluded that the learning procedure has been carried out by teachers in accordance with the stages of the coherent learning and application of the learning in classroom undertaken by the transition from the beginning, the core activity, and the final activity flexibly. However, in the core activities of learning activities are less coordinated well.

3.3 Evaluation of learning outcomes

Evaluation of learning outcomes that became the focus of research aimed at: 1) types of evaluation; oral test, written test, and test actions, 2) procedures of evaluation; some items included in the procedure of evaluation, namely the pre test and post test, 3) tools of evaluation in the form of evaluation questions, and 4) forms of evaluation implementation, which were included in the implementation of this evaluation were incidental or scheduled.

In essence of the types of evaluation carried Mrs. Elni and Mr. Her were equal. Types of evaluation to evaluate learning outcomes by testing whether written or oral and practice. The written test was given through a form of presentation of assignment in writing to the students, while the oral tests conducted in the form of question and answer. And then practice test conducted in the form of a conversation / dialogue. Then for the procedures of evaluation conducted by post test. Post test was given after the unit of the lesson finish to be taught. Related to this case can be seen from the interview Mrs. Elni, Mr. Her, and Nurmala

Interview with Mr. Her:

"R: I'm sorry ... I also want to know about the evaluation. How to evaluate learning outcomes as long as you teach local content subject of English for tourism subjects?

T: I do an evaluation of learning outcomes by means of tests. I do this test with the way of oral test, written test and a test of practice. While the evaluation procedure is done by means of the post test. I think so in outline".

R: Is the evaluation done by using the schedule?

T: Sometimes it is scheduled also incidental

Interview with Mrs. Elni:

"R: How do you do the evaluation of learning outcomes for the local content subject of English for tourism to students?

R: How do you do the evaluation of learning outcomes for the local content subject of English for tourism to students?

T: Okay sir, I try to answer, I evaluate learning outcomes by testing whether in written or oral manners, and practice. The written test is a assignment that is given to students in written manner, while the oral tests conducted in the form of question and answer. And then the practice is held in the form of a conversation / dialog. Then for the evaluation procedures I have done the post test. The post test is given after the unit of lesson finish to be taught. I think so that I can convey.

Interview with Nurmala:

R: Apa kegiatanmu setelah gurumu menjelaskan suatu materi?

S: Maksud bapak?

R: Maksud saya, setelah gurumu menjelaskan suatu materi dengan topic tertentu, apa yang dilakukan oleh gurumu?

S: Maksudnya?

R: Maksud saya, gini lho dik, guru setelah menjelaskan suatu materi dengan topic tertentu misalkan untuk unsur speaking, kan ada dialog, lalu ada beberapa peratanyaan dari dialog itu untuk dijawab, apakah pertanyaan itu dijawab secara lisan atau tertulis?

S: Dua-duanya

R: Maksudmu

S: Maksud saya secara lisan dan tertulis

Types of evaluation

1. Written test

The test presentation form given by giving assignments in writing to students. Completion of assignment, students told to do exercises or tasks of a dialogue or text in which this text in dialog had some questions. Then the students were given time to answer the questions. After students finished answering the questions, then the teacher asked the students to come forward answering questions on the white board.

2. Oral Test

The test was performed in the form of question and answer. Teacher gave oral test by providing exercises or taks of a dialogue or text in which this text in dialog had questions. Then the students were given a few minutes to answer these questions. After students finished to

answer the questions, so teacher conducted debriefing by way of asking questions to the students and then the students answered the questions orally.

3.Practice test

The form of presentation for this practice test is in the form of a conversation / dialogue. Here's an example of the result of observation in the classroom when the teaching and learning processes.

T: Baiklah kita beralih ke task 4. Task 4 ini merupakan dialog lalu di dalam dialog tersebut ada tiga kalimat yang harus dilengkapi. Tapi sebelum kalian mengerjakannya. Terlebih dahulu dengarkan saya membacakan textnya.

This is the result of observation at classroom as follows:
Gino: Do you (1)…it?
Setya: Yeah, what is it? The waterfall is very (2)…
Gino: I think the location isn't far from here
Setya: Are you sure?
Gino: I'm very sure. Let's go there (They go to the waterfall)
Setya: The waterfall is so interesting
Gino: Look at (3)… from here (Teacher read the text and students listened it)
      Who wants to answer the number 1?
S: "Like" (Nora answered)
T: Ada pendapat yang lain?
S: "See" bu (Devi answered)
T: Apa ada jawaban yang lain?
S: "Know" (Ruru answered)
T: Dari tiga jawaban ini cuma satu yang kurang pas yaitu "Like". Maaf ya Nora jawaban yang logis adalah "See" dan "Know". Next…siapa mau jawab nomer 2?
S: "Beautiful" (Urfi answered)
T: Apa ada jawaban yang lain?
S: "Fantastic" (Malani answered)
T: Ayo yang cowok coba jawab nomer 2
S: "Perfect" (Aldi answered)
T: Yang lain silahkan siapa mau jawab?
S: "Good" (Rizal answered)
T: Anak-anak dari empat jawaban ini, Cuma perfect yang kurang pas. Jadi jawaban yang pas adalah Beatiful, fantastic,dan good. Berikutnya…apa jawaban nomer 3?
S: "Panorama" (Rina's answer)
T: Apa ada pendapat lain?
S: "View" (Urfi's answer)
T: Okey…dua-duanya betul. Baiklah anak-anak kita lanjut ke text 5. Text 5 ini dijawab berdasarkan dialog ya anak-anak. Adapun petanyaanya adalah sebagai berikut:
   1. How many are there?
      Answer: …………………
   2. Where are both of them go?
      Answer: ……………………………

3. Is Gino sure that the location of waterfall isn't far?
Answer: ………………………………………………………………(Teacher gave a few minutes to do the text)

Are you finished?

S: Yes

T: Siapa mau jawab nomer 1?

S: "Two" (Azizul' answer)

T: Apa ada jawaban yang lain?

S: Two, Gino dan Setya (Nora's answer)

T: Jawaban Azizul dan Nora, intinya sama-sama benar yaitu "Two". Cuma akan lebih lengkap kalau disebutkan nama orangya (Gino dan Setya). Berikutnya number 2

S: Go to waterfall (Wena's answer)

T: Wena kasih subjenya ya!, sehingga menjadi They go to waterfall. Gemana dengan nomer 3, apa jawannya?

S: Yes, he sure (Restina's answer)

T: Restina …jawabanmu hampir benar, kurangnya tidak ada "To be" nya. Seharusnya Yes, he is sure.

Procedures of evaluation

As we know that in the evaluation procedure, there are two kinds of test commonly performed namely pre test and post test. Pre test is given before the unit of lesson starts while the post test is given after lesson finishes to be taught. The pre test is conducted to determine how far the students' understanding of the material that will be given. While the post test is given to determine how far the students have mastered the material that has been taught.

Based on the observations of researcher, pre-test was not performed at SMPN 3 and SMPN 6 Sikur. But the teachers just performed post test. Post test was given in practice through written tests and oral tests, as given in the classroom and as homework to do at home. Examples of post test given Mr. Her done through a written test.

Match the words in column A with the ones in column B to make phrases
There may be more than one correct answers for each phrase.
Number one has been done for you.

A	B
friendly	permormance
fine	carving
beautiful	exhibition
spectacular	art
traditional	role
lovely	handicraft
smart	voice
back	tourist
precious	dance
Leading (famous)	stage

1. Friendly tourist	1. Wisatawan yang ramah
2. ……..	2. ……
3. ……..	3. ……
4. ……..	4. ……
5. ……..	5. ……
6. ……..	6. ……
7. ……..	7. ……
8. ………	8. ……
9. ………	9. ……
10. ………	10. …..

While the examples of post test given by Mr. Her done through the oral test. The following example is based on observations of researcher.

T: Okay..thank you. Next… kita bahas the second exercise, perintahnya give your responds to those statements. Number 1 has been done for you. Artinya kalau bahasa Indonesia..berikan tanggapan terhadap pernyataan ini. Nomer satu telah dikerjakan untuk kalian. Oke kalau gitu, who can answer number 2?, siapa yang bisa jawab nomer dua?…

S: I believe that some jobs are temporary, part-time or seasonal while others can be professional careers related to hotel and restaurant management, or even self-employment,(Triana answered number 2)

T: Who can answer number 3?

S: I am certain that tourism seems to be a booming industry in many countries, (Some students answer number 3)

Here's an example of the post test given Mr. Her done through home work (Pekerjaan Rumah) or PR. The following example is based on observation of researcher.

"T: Okey… anak-anak, berhubung the time is over, ada PR yang kalian harus kerjakan di rumah. PR nya exercise 1, 2, dan 3. Sebelum kita pulang mari kita akhiri belajar kita dengan membaca Hamdalah

S/T: "Alhamdulillahirrobil alamin"."

likewise the post test examples given Mrs. Elni done through PR. The following example is based on observation of researcher.

"T: Okey…berhubung waktunya sudah habis. Ada PR ya yang harus dikerjakan di Rumah. Make a dialogue with certainty and uncertainty expression! Do like example!

Example: Runs on the way, swims at swimming pool

A: Are you sure that he runs?

B: I am not sure. But, I have no doubt that he can swims at swimming pool.

Kalian membuat dialog pakai "sure" ya. Kerjakan nomer 1, 2, dan 3 ya.

S: Ya bu guru

T: Our meeting for today is enough. Thanks for your attention and Assalmu'alaikum

S: Walaikumussalam warrahmatullahiwabarakatuh".

Tools of evluation

Tools of evaluation used by teacher in the form of a test by giving questions or tasks that had to be done by the students in the form of an objective test and an essay test. In practice, an

objective test was used in the form of: multiple choice, matching, equiping, while essay test could be form of making paragraph, answering the short questions, making a sentence and a text, answering based on drawing, and translating.

Based on the findings of researcher, all kinds of tests were given to students through the Student   Worksheet (LKS) owned by students. Worksheets of the local content subject of English of tourism used entitled "English for Tourism" according to Curriculum 2006 or any other term is Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan)*. Most students of SMPN 3 and SMPN 6 Sikur had LKS. In addition, given through text books of English or through the questions created by the teachers themselves.

Forms of evaluation implementation

Implementation of the evaluation depends on the policy or the consideration of each teacher. Sometimes it implemented incidentally, scheduledly within a school or among schools simultaneously. This means that every teacher in every classroom has its own plan and program of evaluation to measure the success of students. But in SMPN 3 and SMPN 6 Sikur, according to interview with teachers of the local content subject of English for tourism namely Mrs. Elni and Mr. Her sometimes implementation of evaluations were incidental and scheduled. Here is the result of interview with Mr. Her:

"R: Is the evaluation done by using the schedule?
T: Sometimes it is scheduled also incidental".

Discussion

According to Azis (2012), evaluation of learning outcomes is an action or process to determine the value of student success after making the learning process at a specific time with the aim to gather data about the extent of the progress and development of learners, as they follow the learning process in a time period. (the extent of their success in achieving the curricular goals), and to determine the effectiveness of the teaching methods used in the learning process.

Evaluation of learning outcomes is done because essentially teachers want to achieve a goal. However, to achieve a goal that is expected of teachers should know and implement the things what they should do. In this case at least they do what are called 1) the techniques of test evaluation: The technique of test evaluation denotes a method that can be used to get information about the process and products of learners. Thus the teacher becomes knowing the learning outcomes after the students are given tests. In the learning, teacher can perform the various techniques of test valuation that consist of written tests, oral tests, and test actions, 2) the procedures of evaluation: Procedures of test performed by a teacher. For the procedure of evaluation is the stage of activity or a way that teachers do in learning to evaluate student learning outcomes. In the procedures test they can perform two kinds of activities or ways namely with pre-test and post-test, 3) the tools of evaluation: The tool of evaluation is a tool that is used for the evaluation of learning outcomes that can be in the test form by giving a test in the form of questions or a task that must be done by the students, 4) the forms of evaluation: the form of evaluation is a sytem to evaluate learning outcomes. These forms of evaluation are

not essentially same at each school.

Because it is caused by a tradition, for example: There are schools that are in certain areas where the tradition of teachers in implementing the evaluation of learning outcomes do not want to be too formal, so they do the evaluation of learning outcomes are not scheduled. But otherwise there are schools that are in certain areas where teachers want to do implementing the evaluation of learning outcomes formally, accordingly they do it in a scheduled. For such teachers, it means that they use systems or methods that are newer. According to Erna (2016), forms of the evaluation consist of 1. Traditional method: It is a method which is less systematic. 2.Newer metode : the method - a method that is more systematic and more scientific.

Based on observation, teachers at SMPN 3 and SMPN 6 Sikur have conducted evaluations of learning outcomes. It can be seen from some of the things they do like the techniques of test evaluation, the procedures of evaluation, the tools of evaluation, and the forms of evaluation techniques. However, of the four elements that they do, there are three elements that spotlight of researcher. Firstly concerning the techniques of test evaluation, they do not evaluate it by way of non-test, but the tests. Techniques of tests evaluation that they do consist of written tests, oral tests, and deed tests. Secondly the procedures of evaluation , they do not do a pre-test which denotes the provision of test before a unite of lesson started to be taught, but they only do a post test which contistutes the provision of test after a unit of lesson finished to be taught. Post test is given in practice through written tests and oral tests, as given in the classroom and worked at home as homework, finally the form of evaluation, in doing evaluation, they still do it in a traditional manner. Because it sometimes is incidental and without scheduled which denotes part of their tradition.

Researcher concludes that the teachers in the two schools that have conducted evaluations of learning outcome. These evaluations are done by base because they want to achieve a goal. And in order to achieve a goal that is expected by them, then they do holistic things related to the techniques of testevaluation, the procedures of evaluation, the tools of evaluation, and the forms of evaluation but, partially, there are three elements such as the techniques of test evaluation, the procedures of evaluation, and the forms of evaluation are not performed optimally.

4. Conclusion

Based on the findings of research on learning of the local content of English for tourism in SMPN 3 and SMPN 6 Sikur can be concluded as follows.

Firstly, the model of syllabus for grade IX of both the schools have standard of competences and basic competences by hoping students are able to express the meaning in transactional and interpersonal conversation simply short orally. They do interaction in everyday life which is called by competency standards. Then the students are hoped to be able to express the meaning in transactional and interpersonal conversation shortly, simply by using a variety of the oral language accurately, fluently and logically. They interact in the context of everyday life that involve speech acts to request and provide assurance as well as express and respond doubt which is called by basic competencies. Thus, in the context of the learning of the local content of English for tourism is expected to implement the contents of the competency standard and basic competency. Coverage existed on the learning of the local content of English for tourism in SMPN 3 and SMPN 6 Sikur basically rest on the contents of the competency standard and basic

competency. Both of these schools are still using curriculum 2006 (KTSP) with emphasis on the four elements of language skills, namely speaking, listening, reading and writing. Implementation of the four elements of language skills are based on the contents of competency standard and basic competency with "language focus" which denote base for making materials which contain expressions of certainty and doubt.

Secondly, the procedures of the learning applied in both schools are basically same namely it is grouped into four stages: pre activities, initial activities, core activities and final activities. In doing this pre activities, teachers prepare Lesson Plans, the relevant material, props and so forth. Then for the initial activities, teachers extend greetings, check stationery availability, the cleanliness and tidiness of the class, student attendance, homework, and do a discussion to past material or other term is apperception. Further core activities in the form of activities to explain, note, and do exercises, while for the final activity, the teachers give homework to students.

FInally, evaluation of learning outcomes in the form of technical evaluation of tests carried out with types of evaluation

1. Written tests

The form of presentation of test given by providing assignments to students in written form. Completion of the assignment, students told to do exercises or tasks of a dialogue or text, then they answer.

2. Oral Test

These tests are performed in the form of question and answer session. Teachers give oral test by providing exercises or task of a dialogue or text to be answered.

3.PracticeTes

It presented in the form of presentation such as a conversation / dialogue.

In the evaluation procedure,there are two kinds of tests done namely pre test and post test. Pre test given before the unit of lesson starts while the post test given after the unit of lesson finishes to be taught . The initial test is conducted to determine how far the students' understanding of the material that will be given. While the post test is given to determine how far the student has mastered the material that has been taught. However, the pre-test is not performed at SMPN 3 and SMPN 6 Sikur. But the teachers just do post test. Post test is given in practice through written tests and oral tests, as given in the classroom and as homework to do at home. Evaluation tool used by teachers in the form of a test by giving questions or tasks that must be done by the students in the form of an objective test and an essay test. And lastly, evaluation Implementation form is incidental and scheduled.

References

Adeyanto.(2012). Kurikulum Tingkat Satuan Pendidikan (KTSP) Sekolah Menengah Pertama. Retrieved from http: // rizkiadeyanto. blogspot.co.id/ 2012/ 01/ buku-saku-ktsp-smp.html.

Aprisama, S.(2014). Perlukah Menghapus Pelajaran Bahasa Inggris di Tingkat Sekolah Dasar?. Retrieved from http: // wacana. siap. web. id/ 2014/ 05/ perlukah-menghapus-pelajaran-bahasa-inggris-di-tingkat-sekolah-dasar. Html #. VnoBSPmqqkp.

Arifah, N, and Prijambodo, L.(2014).The Teacher roles in Teaching English for Specific Purposes to Nursing Program Students .download. portalgaruda. org/ article. php?...

Astini, R.(2014). Program untuk Pariwisata – English for Tourism. Retrieved from http://www.englishcafe.co.id/english-for-tourism-bahasa-inggris-pariwisata/.

Aziz,A.(2012). Pengertian, Tujuan, Fungsi dan Manfaat Evaluasi Hasil Belajar. Retrieved from http://semuailmiah.blogspot.co.id/2012/09/pengertian-tujuan-fungsi-dan-manfaat.html.

Babione,C.(2015).Practitioner Teacher Inquiry and Research. Retrieved from http: //books.google .co.Id/books?isbn.

Bloor, Michael and Wood, Fiona. (2006)., *Keywords in Qualitative Research: A vocabulary of research concepts*, London:Sage Publications Ltd.

Bogdan, Robert,C.,and Biklen, S.K,.(1992). Qualitative Research for Education, An Introduction to Theory and Method. Boston: Allyn and Bacon.

Creswell, J.W.(1998).*Qualitative Inquire and Research Design, Choosing among Five Traditions.* Sage Publications. Thoysand Oaks. London.

Dinas.Dikpora.kab..Lombok.Timur.(2016).Data.Sekolah. Retrieved from http:// Lombok timur.siap.web.id/data-sekolah/data-daftar/.

Ejimabo, N.O.(2015). The Effective Research Process: Unlocking the Advantages of Ethnographic Strategies in the Qualitative Research Methods. Retrieved from file:///C:/Users/Haris/Downloads/6090-17682-1-PB.pdf.

Figaredo, D.D, .(2006). Educational Ethnography beyond Scholarly Ethnography Transferring Meaning to cyberspace. Retrieved from www. qualitativeresearch. net/ index. php/ fqs/ .../19...

Hasani,N.(2013).Perencanaan Pembelajaran. Retrieved from http:// masnoer80. blogspot.co.id/2013/01/perencanaan-pembelajaran.html.

Hoey,B.A.,.(2013). What is Ethnography?. Retrieved from http:// www. brianhoey.com/ General%20Site/ general_defn-ethnography.htm.

Moleong, Lexy,J.(2004).*Metodologi Penelitian Kualitatif.* Bandung: Remaja Rosdakarya

Moleong, Lexy,J.(2008).*Metodologi Penelitian Kualitatif.* Bandung: Rosdakarya

Onwuegbuzie, Leech and Collins,.(2012). Qualitative Analysis Techniques for the Review of the Literature. Retrieved from http:// www. nova. edu/ ssss/ QR/QR17/ onwuegbuzie.pdf.

Payne,S.(2015).The Info List–Ethnography. Retrieved from http:// www. theinfolist.com/php/ SummaryGet.php?FindGo= ethnography.

Ruhimat.(2012).Prosedur pembelajaran. Retrieved from file. upi. edu/ Direktori/ FIP/.../Prosedur_ . pembelajaran_di_SD.pdf.

Siskawati,N.(2013a). Pengelolaan Kurikulum Muatan Lokal. Retrieved from https://afidburhanuddin.wordpress.com/2013/12/31/pengelolaan-kuriku-lum-muatan-lokal/.

_____.(2013b). Pengelolaan Kurikulum Muatan Lokal. Retrieved from https://afidburhanuddin.wordpress.com/2013/12/31/pengelolaan-kuriku-lum-muatan-lokal/.

_____.(2013c). Pengelolaan Kurikulum Muatan Lokal. Retrieved from https://afidburhanuddin.wordpress.com/2013/12/31/pengelolaan-kuriku-lum-muatan-lokal/.

SMP Negeri 3 Sekotong. (2009a). Kurikulum SMP Negeri 3 Sekotong. Retrieved from http://www.smpn3sekotong.sch.id/2009/12/kurikulum-smp-negeri-3-sekotong.html.

_____.(2009b). Kurikulum SMP Negeri 3 Sekotong. Retrieved from http://www.smpn3sekotong.sch.id/2009/12/kurikulum-smp-negeri-3-sekotong.html.

SMP Negeri 3 Tanjung (2013). Program Kerja Wakasek Urusan Kurikulum SMP Negeri 3 Tanjung Tahun Pelajaran 2013/2014. Retrieved from http://www.smpn3tanjung.sch.id/index.php?id=profil&kode=64&profil=Program%20Kerja.

Spradley, James,P.(1980). *Participant Observation*. New York: Rinehart and Wiston.

Suharsaputra.(2013). MGMP P INGGRIS: https: // suharsputra. wordpress. com/ supervision/ mgmp/ mgmp-b-inggeris/

Varden.(2013). Hubungan Antara Kecerdasan Emosional Dan Hasil Belajar Bahasa Inggris. Retrieved from https:// www. scribd. com/ doc/ 133331189/ Hubungan-Antara-Kecerdasan-Emosional-Dan-Hasil-Belajar-Bahasa-Inggris.

Whitehead, Tony L.(2005). Basic Classical Ethnographic Research Methods. Retrieved from http:// www. cusag. umd. edu/ documents/ workingpapers/ classicalethnomethods. Pdf.

APPENDIXES

PART I: STAGES OF OBSERVATION

A. Descriptive observation

1. It is done in stage of the public exploration
2. Observing and recording all aspects related to the physical, social, and cultural environment of place of learning activities, so researcher obtains a general description.

B. Focused observation

1. It is an activity of the descriptive observation
2. It is more focused on learning objectives, syllabus models, learning forms and procedures, learning materials, evaluation of learning outcomes, the teacher's role in learning, the role and behavior of students in learning.

C. Selected observation

1. To obtain the data / information required in componential analysis.
2. Determining the components that are observed by way of being determined firstly, where it relates to the learning English in junior high school.

PART II: STAGES OF INTERVIEW

1. Descriptive Interview

Researcher in this interview asking about the teaching of local content of English for tourism in English language learning at SMPN 3 and 6 Sikur, East Lombok. The data obtained recorded in detail and objectively.

2. Structural Interview

1. What do you think about the teaching of local content subject of English for tourism in English language learning in relation to learning objectives?
2. Does teacher fully implement Outline of Teaching Program (GBPP)?
3. Does teacher apply the curriculum 2016?
4. Well, if teacher still uses KTSP, what is about the four language skills?
5. Why should KTSP be given for the four language skills?
6. How does teacher give each of the four elements of language skills?
7. Does teacher use drill system in the learning?
8. What skills do you use in dialogue?
9. There are two elements where dialogue component are inserted for example as an element of speaking and listening, what is teacher's purpose to do it?
10. How long does teacher teach inside the classroom and outside the classroom?
11. What is meant by a proportional allocation of time?
12. What does teacher mean with time of learning and time of the task?
13. How is the procedure of learning when teacher teach?

14. How does teacher think about the model of syllabus?
15. Can teacher explain about learning material of local content subject of English for tourism?
16. How to evaluate learning outcomes as long as teacher teaches local content subject of English for tourism?
17. Is the evaluation done by using the schedule?
18. How is about a classroom management during the learning process?
19. What is about the use of learning facilities?
20. What is about books that teacher uses to teach in English for tourism?
21. What is about the teaching schedule?
22. Can teacher start and finish the teaching and learning activity on time as scheduled?
23. In the teaching and learning process, when teacher finishes explaining a certain matter, what does teacher do next?
24. How is teacher's attitude to form a good character, a strong mental and our attitude toward students to progress or their cognitive development?
25. How is about enthusiasm of student towards the learning of English for tourism?
26. What are the positive values of the teaching of local content of English for tourism in English language learning to English proficiency of students?
27. Does the teaching of local content of English for tourism in English language learning possess effects to the English proficiency of students?
28. What are the effects of the teaching of local content of English for tourism in English language learning to the English proficiency of students?

3. Qontrast nterview

1. What is difference between the language competence and the language performance?
2. What is difference between the time of learning and the time of task in the context of the learning process?
3. What are differences among the written test, the oral test and the practice test in the context of the learning process?

PART III: DATA REDUCTION SYSTEM

A. Model of syllabus

1. Form of syllabus that is used
2. Coverage of syllabus
3. Topic
4. Function of language that is used
5. Examples of the language function which is related
6. Examples of pattern of word, phrase and sentence

B. Learning procedure

a. Pre activity
b. Initial activity

c. Core activity
d. Final activity

C. Evaluation

1.Techniques of test evaluation

a. Written test
b. Oral test
c. Practice test

2. Procedures of evaluation

a. Pre test
b. Post test

3. Tools of evaluation

a. Multiple choice,
b. Matching
c. Equiping word and sentence
d. Making paragraph
e. Answering the short questions
f. Making a sentence, a text
g. Answering based on picture
h. Translating.

4. Forms of evaluation implementation

a. In the incidental form
b. In the scheduled form

PART IV: DOMAIN ANALYSIS

Semantic relationship between the cover term (Y) and the include term (X)	
The cover term (Y)	The included term (x)
A. Models of syllabus	1. Form of syllabus that is used 2. Coverage of syllabus 3. Topic 4. Function of language that is used 5. Examples of the language function which is related 6. Examples of pattern of word, phrase and sentence

B. Learning procedure	1. Learning procedure
1. Learning procedure	a. Pre activity b. Initial activity c. Core activity d. Final activity
C. Evaluation	1. Techniques of test evaluation 2. Procedures of evaluation 3. Tools of evaluation 4. Forms of evaluation implementation
1. Techniques of test evaluation	a. Written test b. Oral test c. Practice test
2. Procedures of evaluation	a. Pre test b. Post test
1. Tools of evaluation	a. Multiple choice, b. Matching c. Equiping word and sentence d. Making paragraph e. Answering the short questions f. Making a sentence, a text g. Answering based on drawing h. Translating.
2. Forms of evaluation implementation	a. In the incidental form b. In the scheduled form

PART V: TAXONOMIC ANALYSIS

A. Model of syllabus

1. Form of syllabus that is used
2. Coverage of syllabus
3. Topic
4. Function of language that is used

5. Examples of the language function which is related
6. Examples of pattern of word, phrase and sentence

B. Learning procedure

a. Pre activity

b. Initial activity

c. Core activity

d. Final activity

C. Evaluation

1.Techniques of test evaluation

a. Written test

b. Oral test

c. Practice test

2. Procedures of evaluation

a. Pre test

b. Post test

3. Tools of evaluation

a. Multiple choice,
b. Matching
c. Equiping word and sentence
d. Making paragraph
e. Answering the short questions
f. Making a sentence, a text
g. Answering based on picture
h. Translating.

4. Forms of evaluation implementation

a. In the incidental form
b. In the scheduled form

PART VI: COMPONENTIAL ANALYSIS

Items which are contrasted	Categories which are contrasted	
	Model of syllabus which supports the learning	Model of syllabus which does not support the learning

A. Models of syllabus	1. There is form of syllabus that is used 2. There is coverage of syllabus 3. There is topic 4. There is function of language that is used 5. There are examples of the language function which are related 6. There are xamples of pattern of word, phrase and sentence	1. There is not form of syllabus that is used 2. There is not coverage of syllabus 3. There is not topic 4. There is not function of language that is used 5. There are not examples of the language function which are related 6. There are not examples of pattern of word, phrase and sentence

Items which are contrasted	Categories which are contrasted	
	Forms and procedures of syllabus which support the learning	Forms and prccedures which do not support the learning
B. The Learning procedures 1. Learning procedures	a. There is pre activity b. There is initial activity c. There is core activity d. There is final activity	a. There is not pre activity b. There is not initial activity c. There is not core activity d. There is not final activity

Items which are contrasted	Categories which are contrasted	
	Evaluation which supports the learning	Evaluation which does not support the learning
C. Evaluation 1. Techniques of test evaluation	a. There is written test b. There is oral test c. There is practice test	a. There is not written test b. There is not oral test c. There is not practice test
2. Procedures of evaluation	a. There is pre test b. There is post test	a. There is not pre test b. There is not post test
3. Tools of evaluation	a. There is the multiple choice, b. There is the task for matching c. There is the task for equiping word and sentence d. There is the task for making paragraph e. There is the task for answering the short questions f. There is the task for making a sentence, a text g. There is the task for answering based on picture h. There is the task for translating.	a. There is not the multiple choice, b. There is not the task for matching c. There is not the task for equiping word and sentence d. There is not the task for making paragraph e. There is not the task for answering the short questions f. There is not the task for making a sentence, a text g. There is not the task for answering based on picture h. There is not the

		task for translating.
4. Forms of evaluation implementation	a. In the incidental form b. In the scheduled form	There are not forms

PART VII: THEME ANALYSIS

Analysis of the theme aims to get essence from analysis of domain , taxonomy , and component in correlation with   models of syllabus, the learning procedures, the evaluation of learning outcomes. Thus it may be extended as follows:

Firstly, **domain analysis** is semantic relationship between the cover term (Y) and the included term (X). The results of domain analysis in relation to: *1. Model of syllabus*; the cover term (Y) comprises a term 'models of syllabus' while the included terms (X) consist of terms '1) form of syllabus that is used, 2) coverage of syllabus, 3) topic, 4) function of language that is used, and 5) examples of pattern of word, phrase and sentence', *2. Learning procedure;* the cover term (Y) consists of a term 'learning procedure' whereas the included term (X) comprise term 'learning procedure'*3. Evaluation;* The cover term (Y) consists of a term 'evaluation' whereas the included terms (X) comprise 1) techniques of test evaluation, 2) procedures of evaluation, 3) tools of evaluation, and 4) forms of evaluation implementation'

Secondly, **taxonomic analysis** makes up a classification system that inventories the domains into a flowchart or other pictorial representation. The results of taxonomic analysis in correlation with: *1. Model of syllabus;* 1) form of syllabus that is used, 2) coverage of syllabus, 3) topic, 4) function of language that is used, 5) examples of the language function which is related, 6) examples of pattern of word, phrase and sentence, *2. Learning procedure*; 1) learning procedure, and *3. Evaluation;* 1) techniques of test evaluation, 2) procedures of evaluation, 3) tools of evaluation, 4) forms of evaluation implementation,

Thirdly, **componential analysis** is item and category which are contrasted. The results of componential analysis in connection with: *1. Model of syllabus,* model of syllabus (item which is contrasted); 1) model of syllabus which supports the learning, and 2) model of syllabus which does not support the learning (categories which are contrasted), *2. Learning procedure,* 1) learning form, 2) learning procedure (items which are contrasted); 1) forms and procedures of syllabus which support the learning, 2) forms and prccedures which do not support the learning (categories which are contrasted), and *3. Evaluation, evaluation* (item which is contrasted); 1) evaluation which supports the learning, and 2) evaluation which does not support the learning (categories which are contrasted).

Finally, based on presentation above, accordingly the core of content of *theme analysis* in the ethnographic research at SMPN 3 and SMPN 6 Sikur in East Lombok is taken from three kinds of analysis namely domain , taxonomy , and component which are connected with nine items viz

learning objectives, models of syllabus, forms and procedures of the learning, the learning materials, evaluation of learning outcomes, the roles of teacher, roles and behavior of student, the positive values of the teaching of local content subject of English for tourism in English language learning to English proficiency of students, and effects of the teaching of local content subject of English for tourism in English language learning to students' skills.