

**THESIS**

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



**Thesis**

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**By:  
Napiah**

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

Submitted by

**NAPIAH**  
**21540002**

**APPROVAL**

This thesis was approved by the advisors for final examination on May 6<sup>th</sup>, 2024

First Advisor I,



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

NIDN. 0604107801

Second Advisor II,



Dr. Dias Andris Susanto, M.Pd

NIDN. 0614127901

## Ratification

The thesis entitled "THE DEVELOPMENT OF ETHNOSCIENCE-BASED ENGLISH LEARNING MATERIALS IN A CONTEXTUAL MODEL" by Student Name NPM 21540002 has been defended in the presense of the board of examiners at the Master of English Education Study Program, Postgraduate Universitas PGRI Semarang.

Day: Monday

Date: May 6<sup>th</sup>, 2024

Chairman,



Prof. Dr. Harjito, M.Hum

NPP. 936501103

Secretary,

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

NPP. 117801339

Members:

1. Advisor I  
Siti Nur Aini, M.Hum., Ph.D.  
NPP. 117801339
2. Advisor II  
Dr.Dias Andris Susanto, M.Pd  
NPP. 097901226
3. Examiner  
Dr. Wiyaka, M.Pd  
NIP. 196412261990021002

## **DECLARATION OF ORIGINALITY**

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Semarang, May 6<sup>th</sup>, 2024

Napiah

NPM. 21540002

## STATEMENT AUTHENTICITY

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

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Semarang, May 6<sup>th</sup>, 2024



Napiah

NPM. 21540002

## **Motto**

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

## **Dedication**

1. The pursuit of excellence in English Education is an inspiring journey.
2. I would like to express my sincere thanks to the lecturers and postgraduate staff at PGRI University Semarang who have provided invaluable guidance and support,
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## ABSTRACT

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

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

## **CHAPTER 1**

### **INTRODUCTION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **1.2 Problem Identification**

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

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

## **1.3 Limitation of the Research**

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

## **1.4 Statement of the Problem**

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

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

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

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

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

### **1.5 Objectives of Research**

The aims of this study are outlined below:

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

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

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

a. Ethnoscience:

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

b. Contextual Model:

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

c. English Material:

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

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

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

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

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

a. Innovation in Teaching Methods

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

b. Tailored Learning Materials

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

c. Contribution to Contextual Learning

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

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

d. Enhancement of Student Engagement

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

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

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

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

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

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

## **CHAPTER II**

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

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

#### **2.1 Literature review**

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

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

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

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

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

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

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

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

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

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

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

#### 2.1.1.1 **Teaching Materials**

#### 2.1.1.2 Definition of Material Development

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

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

#### 2.1.2.2 Benefits of Material Development

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

##### 1) Relevance

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

##### 2) Develop expertise

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

##### 3) Reputation

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

##### 4) Flexibility

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

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

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

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

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

c. The Process of Materials Development

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

## **2.2 Ethno Science**

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

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

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

### **2.3 Contextual**

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

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

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

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

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

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

The main aspects of situational learning are:

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

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

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

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

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

1. Connection to the Real World:
  - Develop learning materials that reflect real-life scenarios and situations encountered by students in their daily lives.
  - Incorporate authentic materials, such as videos, articles, and multimedia resources, that resonate with students' cultural and environmental contexts.
2. Active Learning:
  - Design activities that promote active participation, such as hands-on tasks, group discussions, and problem-solving assignments.
  - Encourage students to apply their language skills in practical scenarios, fostering deeper comprehension and engagement.
3. Knowledge Integration:
  - Integrate various disciplines and fields of knowledge into English language teaching, including cultural, historical, and social aspects.

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

4. Personalized Learning Experiences:

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

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

5. Reflective and Critical Thinking:

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

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

6. Collaborative Learning:

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

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

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