

# A Model of a Syllabus Design for Storytelling Based on Local Culture

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**Abstract**—An analysis on the currently-used syllabus at IAIN Pontianak indicates the absence of local culture. Therefore, this research is to develop a model of syllabus which can solve the problem. This is Research and Development (R & D) with three areas of study: need analysis, syllabus design process, and expert validation. This R & D collects data through questionnaires, interviews, observations, and Delphi method. The data collection is analyzed using percentages for quantitative data and Miles-Huberman framework as well as content analysis for qualitative one. The research found that a mixed syllabus becomes the choice. It integrates process and product within the design.

**Keywords**—local culture; syllabus design; storytelling

## I. INTRODUCTION

The idea of integrating local culture into learning materials becomes important in this rapidly changing and global world. Dat states his support on this matter “scholarly concern has recently begun to highlight the need to bring materials closer to local cultures...” [1]. First comes first, these *materials* are ought to be stated in a syllabus, therefore it is unavoidable that a syllabus design intergrates local culture. The integration aims at building learners’ characters to the point that they can keep their identities in this rapidly changing global world. It is importance for the learners to be culturally connected to their own culture because globalization means promoting world and local culture hand in hand. Therefore, learning English is to learn English culture together with learners’ local culture.

In contrast, a preliminary research on the currently syllabus at IAIN Pontianak revealed a fact that it lacked of local culture. An analysis on the syllabus for storytelling clearly indicated that the syllabus adopted stories that had not accomodated the learners’ culture. The analysis also revealed that the syllabus have not integrated the vision and missions of IAIN Pontianak which brings this research to develop ‘A Model of a Syllabus Design for Storytelling Based on Local Culture’.

In line with this, this research seeks to answer the following three questions. First, to what extend is the needs for ‘A Model of a syllabus design for storytelling based on local culture?’. Second, what is the ‘A Model of a syllabus design for storytelling based on local culture?’. Third, how do experts

evaluate ‘A Model of a syllabus design for storytelling based on local culture?’.

Choudhury in *The Role of Culture in Teaching and Learning of English as a Foreign Language* inspires this research in a way that he agrees that culture and language are inseparable [2]. Learning English as a Foreign Language (hereafter EFL) definitely leads to learning English culture. He further explains that learners must be connected to their own culture meaning that learning English culture goes hand in hand with local culture. In addition, he explains that culture influences language teaching in the areas of vocabulary, listening, speaking, reading, and translation. Therefore, he vividly explains teaching culture in EFL, guidelines for teaching culture, building culture awareness, and teaching materials for cultural awareness.

Then, Sahri and Susanti in *An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang* inspires this research in a way that they analyze English textbooks to find evidences of local culture integration [3]. Their analysis indicates that 5 out of 9 English textbooks is considered to contain high percentages of local culture.

Next, Arini in *Effects of Bringing Local Culture in English Language Teaching on Student’s Writing Achievement* inspires this research in a way that local culture improve student’s writing skills [4]. Local culture provides as prior knowledge that assist them in developing their paragraphs from mapping ideas to finishing their composition.

Cakir in *The Efficacy of Culture Based Syllabus in Teaching the Target Culture* inspires this research in a way that it studies the effectiveness of using culture-based syllabus while teaching English culture in an English as a Foreign Language setting [5]. The syllabus contains drama-oriented activities, improvised writing, and a cross cultural study. It is found that the syllabus significantly satisfies the research participants.

Finally, Ketouvuri in *Inclusion through Storytelling and Art* inspires this research in a way that it implements story crafting method [6]. It is revealed that the method motivates learners to use their own voices and compare another country perspectives while telling the stories.

### A. Making Connection: Syllabus Design, Storytelling, and Local Culture

1) *Language and culture*: Language and culture is like two sides of a coin. Brown states that *a language is a part of culture, and a culture is a part of a language. They two are intricately interwoven so that one cannot separate them without losing the significance of either a language or a culture* [7]. Brown's statement emphasizes the importance of culture in language learning. To this point, it is worth to define 'culture'. Larsen & Smally in Brown defines that 'culture is a way of life' and consist of two contradictive characteristics [7]. In second language learning learners' culture has to be seriously taken into account. Learners' culture can be classified into native culture and target culture. Native culture refers to learners' own culture, but target culture is culture whose language is being learned. Native culture contains local culture that share benefits if it is adopted in learning materials. With this in mind, integrating local culture in syllabus designs should be taken serious attention.

2) *Syllabus design*: Curriculum development includes a syllabus design. It is through the syllabus, the curriculum is developed into details so that it fits classroom practices. In the other words, the practical aspect of the curriculum is syllabus. In fact, the syllabus is the curriculum in practices. Dubin & Olsain state that there are five formats of syllabus designs: linear, modular, matrices, storyline [8]. In addition, Richards states that there are ten types of syllabus designs: the grammatical syllabus, the lexical syllabus, the functional syllabus, the situatuional syllabus, the topical-based syllabus, competency-based syllabus, skills syllabus, task-based syllabus, text-based syllabus, and integrated syllabus [9]. Finally, Wilkins in Kumardivelu classifies syllabus into synthehtic and analytic syllabi [10].

The model of the syllabus design for storytelling based on local culture discusses three basic concepts. First, there is a strong correlation between language and culture. Second, learning a second language takes place in a semiformal context. In this context, language is acquired, but not learned. Third, there is a concern on need analysis in terms of seeking for needs of stakeholders, teachers, and learners. Brown states that the needs are classified into subjective and objective needs [7].

3) *Storytelling*: Storytelling is a way to preserve culture. In line with this, Amru states that 'storytelling is an art through which we have preserved our heritage,...' [11]. Similarly, Egan emphasizes that 'storytelling is the only way to convey society's culture, ...' [12].

The telling is an oral tradition used to transfer values from one generation to next generation. The oral tradition covers speaking and listening skills as the focus. Values are moral values that help shape characters. Some moral values are honesty, responsible, and cooperative.

The telling requires communicative abilities in which communicative strategies are implemented. These strategies share roles between teachers and learners. The former gives

information and and negotiate meaning. The latter performs paraphrasing, circumlocution, and illustration.

## II. RESEARCH METHOD

This is *Research and Development (R & D)*. Richey and Klein state that *R & D is the systematic studies of design, development, and evaluation process with the aim of establishing an empirical basis for the creation of instructional and noninstructional products and tools and new or enhanced models that govern their development* [13]. Based on this explanation, R & D consist of three areas: preparation, development, and evaluation. In addition to Richey and Klein, Borg dan Gall specifically describes stages in R & D: research and information collecting, planning, preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational product revision, operational field testing, final product revision, dissemination and implementation [14].

This research applies three stages. First, the design stage consists of need analysis. Second, the development stage consists of primary product development and prototype I development. Third, the evaluation stage consists of preliminary product testing/ expert validation and prototype II design.

### A. Data Collection Techniques

Data is collected through observations, questionnaires, interviews, and Delphi method.

- Observation applies observation checklists that collect data concerning profile of IAIN Pontianak.
- Questionnaires are applied in the stages of need analysis and expert validation. Questionnaires collecting data about the needs take a closed- type one and distributed to teachers, students, the head of Study Programs, and stakeholders. The questionnaires are used in the validation stage: closed and opened ones. They are used to gather data from experts who validate the design of the model. The closed questionnaire applies likert scales starting from strongly agree (SA), agree (A), less agree (LA), disagree (DA), to strongly disagree (SDA).
- Interviews are to collect information concerning needs for a model of the syllabus design for storytelling based on local culture. They are to teachers, students, the heads of Program, and stakeholders.
- Documets such as currently used syllabus are to gather data concerning syllabus design.
- Delphi method is to validate the syllabus design.

### B. Data Analysis

There are two types of data: qualitative and quantitative data. The qualitative data are analyzed using content analysis and the framework of Miles and Huberman: *data reduction, data display, and data verification* [15]. The data are reduced by classification, displayed by charts and tables, and verified by triangulation and member check.

The quantitative data from likert scales is analyzed using percentage.

The formula:

$$\text{Percentage (\%)} = (\text{part/whole}) \times 100\% \quad (1)$$

Then, the data is classified based on the following rubric.

- Positive attitudes : strongly agree, agree, and less agree
- Negative attitudes : strongly disagree, disagree

The positive attitudes will be considered in designing the model.

### III. FINDINGS AND DISCUSSION

#### A. The Needs for a Model of a Syllabus Design for Storytelling Based on Local Culture

The following data quantitatively describes needs of teachers, students, and stakeholders on a syllabus design based on local culture.

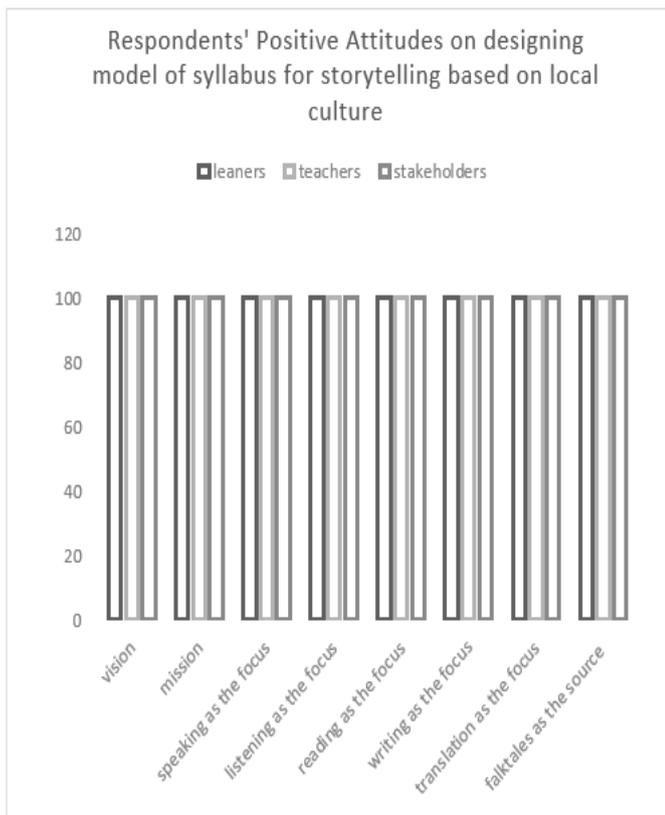


Fig. 1. Description on respondents' positive attitudes on designing model of syllabus for storytelling based on local culture.

These quantitative data as seen in Fig. 1 are supported by qualitative data from interviews to teachers, stakeholders, and learners.

TABLE I. DESCRIPTION OF TEACHERS' NEEDS: DATA VERIFICATION THROUGH TRIANGULATION METHOD

No	Statements	Teacher's Needs
1	The correlation among components such as curriculum, vision, and missions	"Yes, of course."
2	Curriculum orientation at learners boarding house program.	"...simple utterances & grammars"
3	Integrating local short stories as material to be included.	" Good idea, but for the time being, we adopt Islamic texts. For future needs, it is worth to consider."
4	Curriculum orientation at study programs	"... it should be within program needs & ESP."
5	Integrating 4 skills in the local short stories activities	" ...learning local culture has become a trend."

TABLE II. DESCRIPTION OF STAKEHOLDERS' NEEDS: DATA VERIFICATION THROUGH MEMBER CHECK METHOD

No	Statements	Stakeholder's Needs
1	The correlation among components such as curriculum, vision, and missions	"It is an institutional responsible to come up with vision & Missions."
2	Curriculum orientation at learners boarding house program.	"...must be in connection with vision & missions of IAIN Pontianak."
3	Integrating local short stories in material development	"...good idea, because Kal-Bar is rich"
4	Curriculum orientation at study programs	"every program should be stated."
5	Integrating 4 skills in the local short stories activities	"No problem. "

Both quantitative and qualitative lead to the following discussions. First, the data describe vision and missions of IAIN Pontianak as elements that should be included in the design. Vision of IAIN Pontianak is to be best and open in studying and researching in terms of science, Islam, and Borneo culture. Missions of IAIN Pontianak is to manage higher education to become the best in science, Islam, and Borneo culture; and to produce scholars who are noble, independent, and beneficial for nation and humanity.

Second, the data describe that respondents need receptive and productive skills to be included in the syllabus design. Storytelling requires abilities both to understand and to produce texts. They includes cognitive and metacognitive ones.

Third, there is a need that the syllabus design selects texts such as narratives. Specifically, they are folktales. Accordingly, the following folktales are in respondents' needs such as the Origin of *Kalimantan*, the Origin of names of two rivers *Sungai Melawi* (*Melawi River*) and *Sungai Kapuas* (*Kapuas River*), the *Crying Stone*, the Origin of *Pontianak*, the *King Mempawah*, the *Bird Ruai*, the Origin of *Sambas Kingdom*, *Aloi* and the fish *Baung*, *Aloi*, the Origin of *Two Stones Bejamban* and *Batulayang*, the Origin of the Relationship between Human and Chicken in the Eye of Dayaknese, *Aloi* and His Acts of Putting Salt on Fern and Bamboo Shoots, The Origin of Porcupine Fur, *Puyang Gana*.

Third, some respondents state that there is a need for a syllabus design that include four language skills. On the other hand, some others states to include two skills. The four skills

are reading, writing, listening, and speaking while the two skills are listening and speaking.

Part of the need analysis, this research finds competence and performance of teachers represented by two lecturers of IAIN Pontianak. They indicate to have sufficient language proficiency proven by 500 or so in TOEL scores. In addition, they experience teaching from junior to university, are interested in teaching four language skills, indicate degrees in master, and attend from local to international seminars or conferences. They implements ‘Communicative Language Teaching, the learning of operative and cooperative as well as process and whole language approach in teaching and learning process.

Part of the need analysis to the teachers, the research also finds data concerning elements that are expected to appear in the syllabus design. They expected elements such as grammar, vocabulary, function, situation, topic, skill, task, and competency to be included in the design.

**B. The Model of the Syllabus Design for Storytelling Based on Local Culture**

The model of the syllabus design based on local culture is characterized as follows.

- The syllabus adapts a mixed model.
- The syllabus includes aspects such as grammars, vocabulary, skills, competencies, functions, topics, situations, texts, and tasks.

The syllabus generally indicates process and product. The former includes tasks, texts, competence, skills, topics, and functions. The latter includes grammars and vocabulary. Both are specifically described in the prototypes of the model of the syllabus designed based on local culture as follows. No major changes occur after and before validation as it is indicated by figures 2 and 3.

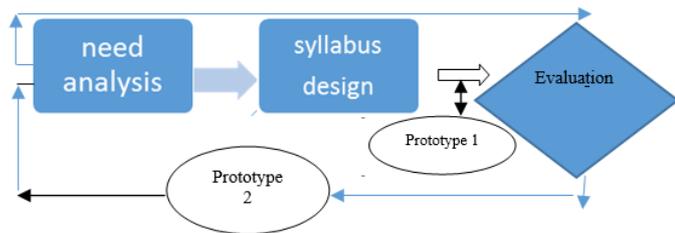


Fig. 2. Prototype 1 of the model of the syllabus design for storytelling based on local culture.

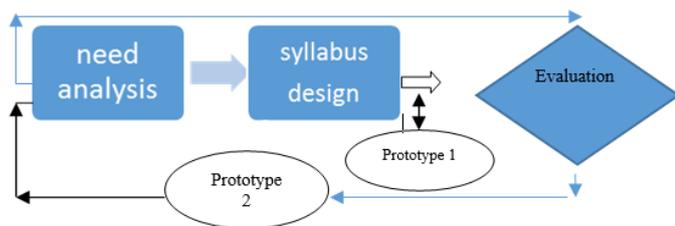


Fig. 3. Prototype 2 of the model of syllabus design for storytelling based on local culture.

The prototype 1 and 2 of the syllabus design is structured as follows.

- Course identity
- Course description
- Course rationale
- Course objectives
- Course competencies
- Course outcome
- Course outlines
- Course schedule
- Evaluation techniques

**C. Expert Validation on the Model of the Syllabus for Storytelling Based on Local Culture**

In general, the two validators indicate positive opinions on ‘A Model of a Syllabus Design for Storytelling Based on Local Cultures’. It is based on responses such as ‘strongly agree’ and ‘agree’. This leads to no major changes as indicated in prototype 2. However, minor changes occur in course rationale, objectives, and competences as described in table 3.

TABLE III. DESCRIPTION OF THE BEFORE AND AFTER THE CHANGES

Points of Attention	The before-(prototype 1)	The after-(prototype 2)
Course rationale	...where similarities...	(eliminated)
Course objectives	Specifically, this course...	(eliminated)
Course competence	(not yet described)	ACTFL outlines scoring speaking tasks: pronunciation, fluency, vocabulary, grammar, discourse features, tasks, and comprehension [7].

The validators strongly agree that the model of the syllabus design for storytelling based on local culture indicate a linear format. Moreover, it indicates aspects such as task, text, skill, topic, function, grammar, vocabulary, and competence as well as vision & missions of IAIN Pontianak.

The validators indicate positive attitudes that the syllabus adopts analytic style and aspects such as grammars, vocabulary, functions, situations, topics, skills, and constructive learning theory. In addition, they indicate positive attitudes that the syllabus design includes singular/plural, phrases, content words, opening & closing remarks. They suggest slight improvement in some areas of the syllabus design in which it should elaborate some points as follows.

- Other tenses than past tense
- Highlights of ACTFL Proficiency Guidelines Speaking
- Constructivism into practices

- Interactive activities between teacher-learner and learner-learner

#### IV. CONCLUSION

To conclude, this research reveals that the model of the syllabus indicates *mixed model*. It includes aspects such as task, text, skill, topic, function, grammar, vocabulary, and competence. Finally, it integrates local culture indicated by story selection.

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