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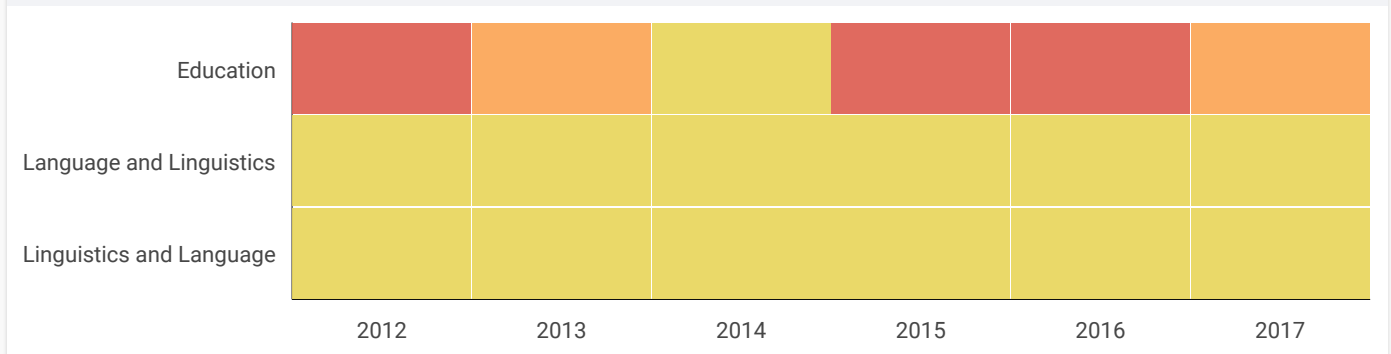


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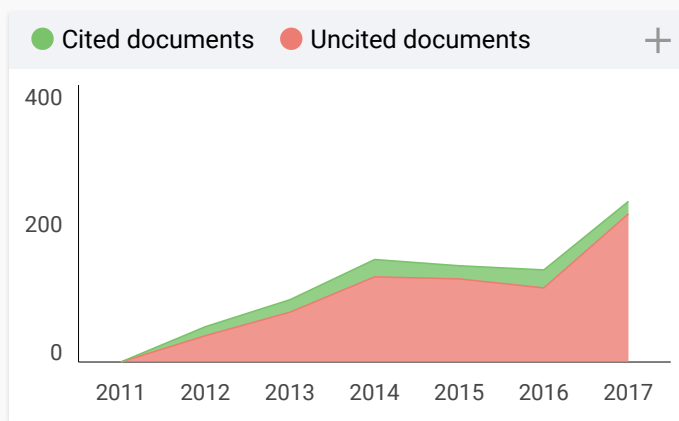
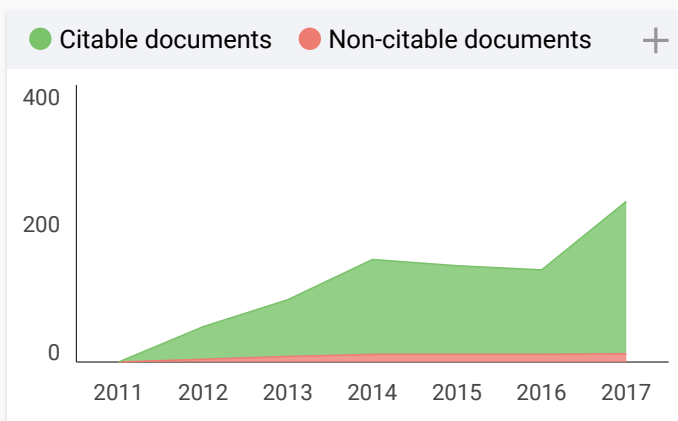
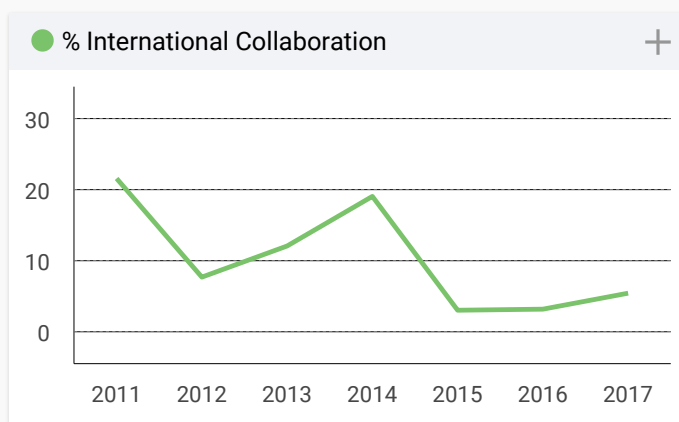
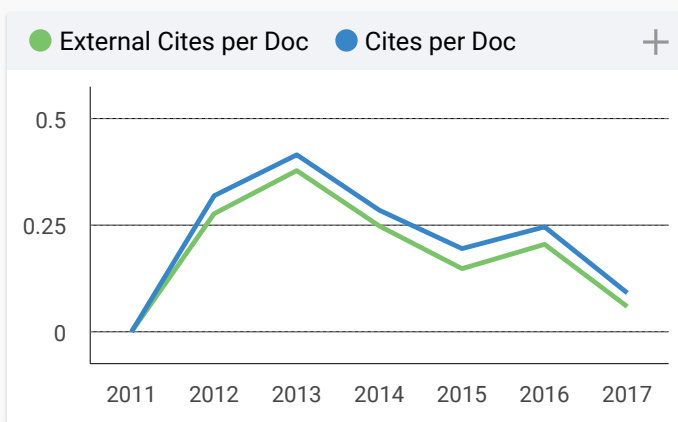
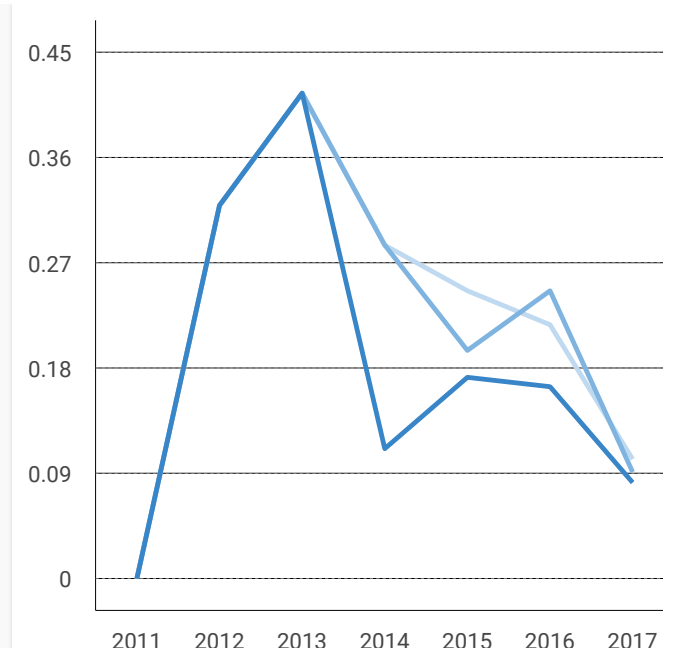
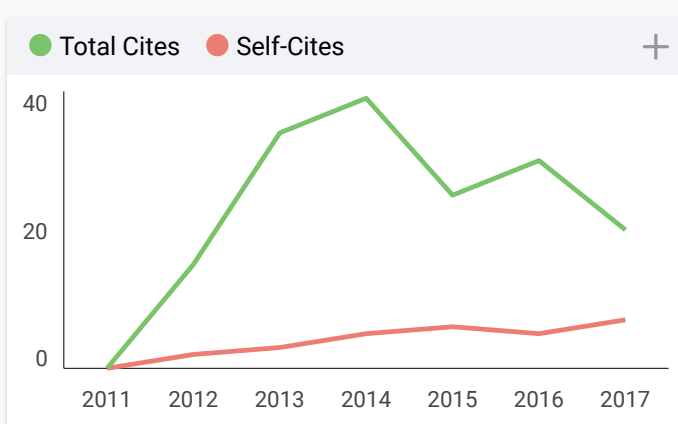
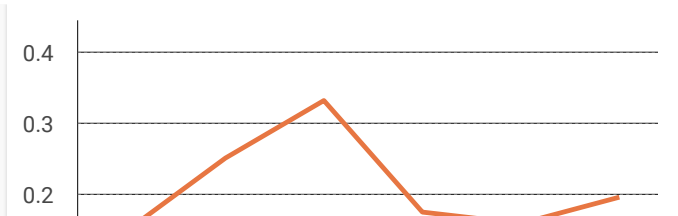
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← reply



Arifuddin 2 months ago

Dear the Editor,

Does an ASIAN EFL journal (the Conference Edition Journal) has the same status (categorized as a valid journal) as a Quarterly journal?

Thanks.

← reply



Ramon Medriano, Jr 1 month ago

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Ramon Medriano, Jr.

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Developing Local Content Syllabus for Elementary School Based on the English for Young Learners Learning Strategy to Maintain Gorontalo Cultures

Indri Wirahmi Bay, Nurlaila Husain, Rahmawaty Mamu

Gorontalo State University, Indonesia

Bio-Profile:

Indri Wirahmi Bay is one of the lecturers in English Education Department, Letters and Culture Faculty, Gorontalo State University. Her research interests involve English Linguistics and English language teaching. She has a Master's degree in Linguistics from Gadjah Mada University and presently teaches English Syntax and English for Young Learners. She can be reached at indri_wirahmi@yahoo.com

Nurlaila Husain is one of the lecturers in English Education Department, Letters and Culture Faculty, Gorontalo State University. Her research interest involves English language teaching. She has a Master's degree in English Language education from Gorontalo State University and presently teaches English for Young Learners. She can be reached at nurlaila_husain@yahoo.co.id

Rahmawaty Mamu is one of the lecturers in English Education Department, Letters and Culture Faculty, Gorontalo State University. Her research interest involves English language teaching. She has a Master's degree in English Language education from Gorontalo State University and presently teaches English for Young Learners. She can be reached at rahmawatymamu@gmail.com

Affiliation Address: Jalan Jend. Sudirman No. 6 Kota Gorontalo Propinsi Gorontalo 96128

Abstract

Local content is an elementary school subject that contains the Gorontalo language. It is continuously a concern of the government to maintain it. Unfortunately, the local content textbook used by the teachers seems monotonous and unattractive for both the teachers and the students. Based on the given questionnaire, the teachers generally indicated that the textbook was not colourful, the content was not attractive, and it was too tedious. Moreover, some teachers did not use any textbook but just browsed for material on the internet. This research intends to design a syllabus in the first year and to produce a textbook for local content subject in the second year by adapting the English for Young Learners learning strategy. The textbook is designed based on English language skills and language components. It utilizes songs, and games that encourage young learners to learn their native language. The content of the textbook describes about Gorontalo culture such as traditions and customs, historical sites, traditional foods and arts. This will lead the students to have two benefits in learning the Gorontalo language; they can learn their native language and Gorontalo culture at the same time. The study applies the Research and Development Method (Sugiyono, 2014, p. 297) to create the syllabus of local content with four main steps namely (1) identifying problems; (2) designing the syllabus; (3) validating the syllabus; (4) producing the product of syllabus. The syllabus as a main output of the study is expected to provide a new approach for both teachers and students by adapting the English for Young Learners learning strategies to the local content learning teaching process to maintain Gorontalo culture.

Keywords: *Muatan Lokal (MULOK), Syllabus, English for Young Learner, learning strategies*

Introduction

Different regions possess different local wisdom and customs represented the exclusiveness of that area. This issue is present in every structure of life of society. Sibarani (2012) defines the term “local wisdom” as the policy or knowledge or insight of a particular community; these are inherited from their ancestors (p.112-113). Additionally, Abdussamad, et al. (1985) defines the word “customs” refers to a set of norms whose the embraced individuals upheld it in their life (p.3). It was also regarded as laws. One may say that the local wisdom refers to a set of local values of implemented to regulate societies.

Gorontalo is among provinces that encourage a local language preservation programme; it is considered that Gorontalo language is a part of local wisdom. Moreover, the outcomes of a seminar on Gorontalo culture or (1985) report that efforts in preserving the local

culture are based on the ideology that the value of a culture reflects the core values of a nation (p.73). This becomes a rationale for the people and government to explore all cultural aspects. It is also an attempt to advance the development of the region due to the change of the situations.

However, this local language is almost on the status of being endangered. In the urban areas, the elderly dominates the total speakers of Gorontalo language. Children and teenagers are almost unable to speak the language due to the existence of Manado Malay dialect start to replace it. Such a dialect turns to be a vernacular language for people in Gorontalo. The widespread use of the dialect in every aspect of life, in both formal or non-formal situation, makes the issue worsened. On top of that, a social phenomenon reveals that primary students are more fluent in speaking English rather than to use their local language. Such a condition leads to a turnover in the status of Gorontalo language: it is now on par with the English language whose status classified as a foreign language. This is because attractive strategies of English language learning draws students' interest to learn English. The massive opening of English courses in the area is also a contributing factor to the issue as well. Solutions to the problems are urgently required to preserve the use of Gorontalo language and therefore prevent the language from the verge of extinction.

The report from an informal interview with a number of primary school teachers in Gorontalo city on the 25th and 27th of February, 2015 indicates that the foremost concern of teaching the local content subject Gorontalo language is the form of designing text books. Most teachers consider that the guideline is somewhat monotonous-it does not include the teaching of the local wisdom of Gorontalo. Furthermore, unattractive learning media end up in a conventional learning method: lecturing. This condition also blames for the lack of competent teachers in the area. Text books and teaching materials, despite its drawbacks, are even not available to all schools. Therefore, each school designs its own lessons based on references they own.

A stimulating learning strategy is without question essential to cope with the previous issues. It is expected that this will be a hook learning strategies, especially for the local content Gorontalo language subject. This research offers to adopt the learning strategy of English for Young Learners as the problem solving to the problem concerned. A syllabus of the subject will be designed during the first year. Preceding the step is constructing teaching materials related to the local culture of Gorontalo. For examples, historical sites as one of cultural conservations (Zakiah, 2013), traditional arts as the cultural heritages in the form of art which are passed down through generation (Basundoro, 2012), as well as its food. This is conducted

in the second year. The designed syllabus is *tentative* and applied only for the fourth-grade students since they are categorised as the *upper classes* (Suyanto, 2007, p.15). Students in this category are capable of prolonging the duration for concentrating; also, they are more prepared to learn a new language compared to the students below fourth grade. Such a condition will help them to process and understand the language easier (Suyanto, 2007, p.18-19).

Learning Strategy of Teaching English for Young Learners

English for Young Learner, or EYL in short, refers to the process of English language learning for children whose ages range from six to 12 years, or in other words, the primary school students. Tenets of this learning model are to employ appropriate learning strategies for primary students, i.e., using understandable teaching resources as well as attractive and fun learning experiences. Piaget (as cited in Suyanto, 2007, p.15) states that children's thinking capacity develops through activities that engage children with the environment. In other words, primary school teachers are urged to cooperate with the learners in understanding the shift in the cognitive development of these learners. This is because the developmental period mostly happens throughout the primary level.

There are a number of strategies in the EYL learning for primary students, i.e., pair activities, group discussions, cooperative learning, modelling and demonstrating, mind mapping, outdoor activities, drawing and colouring, listen and repeat, and role play. In the process of learning Gorontalo language as the local content subject, the cultural values, as well as the local wisdom of the area, are integrated and compiled into an easy, interesting, and fun learning concept. Teachers play a major role during this part because they are the one who applies and develops the strategies based their learning goals. For instance, in teaching listening, a teacher employs *Listen and Repeat* activity where students are asked to listen to a recording of the sounds or words in Gorontalo language and how to pronounce it. They further repeat the way the sounds are pronounced. The teacher acts as a mediator to guide students to pronounce the word properly. Sing a song is one of the media in teaching young learners. Listen to a Gorontalo song enables students to understand the use of vocabularies of the local language. Simple tones and rhymes also ease the children to memorise the lesson. To conduct such a method, teachers need to prepare recording media and even the tape script.

For speaking practice, the modelling and demonstration method can be used in the teaching. Integrating these methods in a topic about making a dialogue regarding traditional foods of Gorontalo is a perfect example for the teacher. It is also based on the *EYL* teaching strategy. The idea is to have the teacher as a model in pronouncing words or sentences in

Gorontalo language. In this way, students not only practise their listening but also practise their speaking through sing a song (with the correct pronunciation) after the teacher gave them an example. Applying the EYL strategy, i.e., role playing, allows the teacher to enhance students' reading skill. This method is conducted by asking students to understand the content of a reading passage, for example, a Gorontalo folktale. Furthermore, the students will perform a role play based on the story. In shaping the students' writing skill, mind mapping is without question applicable for the teachers to be implemented in their lesson. This strategy is mainly to write a series of words or some sentences in the form of a mind mapping. The words and sentences are in Gorontalo language. Since this strategy provides a space for learners to put their ideas into their writing, the teacher needs to give the learners a clearer and easier instruction. In other words, the teacher will instruct the learners to design a map of a story they are going to write. Explaining the parts of a story, such as the introduction of the story and its ending, is therefore necessary.

Using games in EYL is also a common teaching and learning strategy. This is because children whose age ranged from six to 12 years prefer more engaging activities rather than a static, classroom learning. Such a learning only leads to the students' boredom; they ultimately think that language learning is stressful. This is echoing the argument of Suyanto (1977) that states that children are imaginative and active learners (p.17). They prefer learning by using games to encourage and motivate them in the class.

Review of Previous Studies

The following section is the review of related studies: (1) **Teaching Gorontalo Language as the Local Content Subject in Primary Schools in Gorontalo City, Lamsike Pateda (2011)**. This study reports that teachers mostly employ lecturing and grammar translation approach as the methods of teaching Gorontalo language to primary students. In the first method, the teachers explain the lesson followed by interaction with students regarding the taught topic (mostly in the form of asking a question). The second method is about equipping students with an in-depth understanding regarding the grammar of Gorontalo language. Students are sometimes asked to translate from the local language into Indonesian. This aims to improve their understanding regarding Gorontalo language.

(2) **Developing Comics as Local-wisdom-oriented Lesson Materials in the First Grade Students of SD AlHuda, Gorontalo City, Munifa Djibran (2015)**. The rationale of this study concerns about the lack of local wisdom values integrated into a text book for the primary level. By that, designing a guideline for teachers in designing a local-wisdom-oriented

text book in the form of a comic. The topics encompass a story book about *polopalo* and *tumbilotohe*.

(3) **“Puppet Show”**: Exploring the English Language Learning Method in Improving Primary Students’ Speaking Skill, Setyarini (2010). This study reveals that the “puppet show” method is capable of delivering an innovative learning. It is indicated by the final exam score of students as well as their enthusiasm in the post-treatment. Almost all students are not reluctant to actively speak in expressing their opinion, although this may vary from one student to another. On top of that, despite the fact that teacher’s guidance is still needed, this method helps them to understand new vocabularies through an attractive puppet show. This is also echoing to the results seen in the interview with teachers.

Research Methodology

The methodology of research involves a research method, participant, data collection method and data analysis.

Method of research

This research is carried out by applying the research and development (R&D) method; such an approach aims at resulting product as well as to assess its effectiveness (Sugiono, 2014, p. 297). Steps and procedures in designing a syllabus of the local content subject is as follows: (1) identifying the problems and needs of students and teachers, this includes teaching materials that correspond to the goals of learners, learning aims, content of lessons, learning atmosphere, and the modes or the strategy of delivery; this also includes the analysis of the advantages and weaknesses of the conventional text book used. (2) Designing an EYL-based local content subject syllabus. (3) Re-analysing and re-validating; and (4) Producing a lesson material.

Participants

The participants involved 10 teachers of the local content subject throughout Gorontalo City, particularly in Kota Selatan.

Data Collection Method

The data were gathered through distributing questionnaires and conducting an informal interview to investigate the needs of both teachers and learners. The questionnaire aims at investigating aspects, such as (1) text books used, (2) teaching methods in developing the teaching materials, (3) major concerns regarding the use of the text books, and (5) suggestions and inputs from teachers and students regarding the text books of Gorontalo language subject.

Preceding the step was the analysis of the teaching materials previously used by employing the Little John framework (as cited in Tomlinson, 2007, p.90-200). This framework is comprised of two main aspects: publication and design. The publication refers to the physical dimension of the materials while design resembles abstract things: the concept or the essences of the teaching resources. Designing the teaching materials was conducted once all the data have been collected.

Data Analysis

This research employed the ADDIE model developed by Dick and Carey (1996) as the data analysis method. It comprised of five stages, namely Analysis, Design, Development, Implementation and Evaluation. This is to construct a syllabus for the local content subject through some steps, i.e., analysis, design, and development as well as to produce a teaching material for the subject through implementation and evaluation.

Findings and Conclusion

This study is aimed to design a tentative EYL-based syllabus for the local content subject directed to the primary students in the fourth grade. The grounding is the syllabus and teaching materials of English language subject for primary students in Gorontalo city. It is expected that the product of this research can serve as the guideline for the primary school teachers, in particular for those who teach the local content subject. This study employed ADDIE data analysis model which comprised of three steps, i.e., analysis, design, and development (Dick and Carrey, 1996). There are four stages in conducting this research: (1) identifying the teaching materials of the local content subject along with its issues; (2) designing the concept of the syllabus; (3) analysing and validating; and (4) constructing the syllabus. Each is briefly described as follows:

Identifying the teaching materials of the local content subject along with its issues

This step aims at exploring the details regarding the problems and the need analysis of the local content subject teachers. The problems revolve around identification of problems, analysis of learning instruments and the needs of students and teachers, as well as the teaching method in the practice. All the information are from the questionnaire distributed to the participating teachers in Gorontalo city, especially in Kota Selatan. The site is selected-since almost every student in this area has a poor understanding of Gorontalo language. The

following table displays the results of the analysis of the questionnaire; data from informal interviews are also included.

Tabell. The problems of local content subject

Identified Problems	Descriptions
Content of the Book	<ul style="list-style-type: none"> • Revision is needed. The contents do not meet the criteria of developing the capacity and uniqueness of the local culture of Gorontalo and are not suitable to the learners' capacity; they find it difficult to grasp the lesson. • Unattractive text books. The contents do not appeal to the learners; it is not in full colour. Some materials are not related to the topics or units in the text books. • Teachers find it difficult to develop the materials or their teaching methods due to limited topics in the text books. This ends up in a monotonous classroom learning. Lack of concrete examples, such as the use of pictures, to get the students engaged in the learning. • The teaching materials must be in correlation with the needs of students.

Methods	<ul style="list-style-type: none"> • Teachers mostly employ traditional teaching methods, i.e., lecturing, question and answer session, and group discussions. • Encouraging teachers to use attractive methods will help students to comprehend and memorise the lesson. The examples are using games or sing a song. • Inquiry method, or integrating topics about tourist destinations and herbs, is applicable. On the other hand, this method is rarely applied in teaching the local content subject.
Media	<ul style="list-style-type: none"> • There is a need to facilitate students through media, i.e., videos and pictures or realia, to develop their interest and encouraging a conducive learning atmosphere.
Teaching and learning process	<ul style="list-style-type: none"> • The interaction is still one-way interaction or teacher-centred.

Designing the EYL-Based Syllabus of the Local Content Subject

Preceding the previous step is a discussion among the team researcher to select teaching materials which have interrelation with and focused on the culture and local wisdom of Gorontalo, i.e., traditional foods, traditional dance, as well as the musical instruments. The team further formulates a syllabus based on the learning strategy of EYL for the local content subject. Furthermore, the materials will correspond to the text books widely used in English for young learners subject. Competent lecturers will examine the draft syllabus in the field of curriculum and Gorontalo language; this is to revise the content of Gorontalo language as well as the form of a syllabus. Furthermore, the results of revision will be discussed in a Focus Group Discussion. Experts of language teaching for children, curriculum designing, and

Gorontalo language (i.e., teachers of the local content subject, and lecturers) will attend the event.

Validating the Syllabus

The Focus Group Discussion (FGD) will be held on the 21st and 28th of July 2017. The participants are comprised of four teachers of the local content subject as well as three experts of EYL, curriculum, and Gorontalo language.

The first day of the FGD discusses the syllabus draft designed by the researcher team. Moreover, this draft is presented to the teachers who teach in four different classes; it aims to give their opinion regarding the level of difficulties of the lesson that they are going to teach. During the discussion, the teachers also give some corrections and suggestions about the format, the content of syllabus, and the teaching materials as follows:

1. Readings are not included in almost all units.
2. The lesson must be adjusted to the learners' capacity.
3. The lesson should integrate some colourful pictures.
4. Videos and audio about the traditional song, musical instruments, and traditional dances are incorporated into the lesson.
5. The lesson integrates games based on the learners' capacity.
6. The lesson should focus on enriching learners' vocabulary rather than grammar-oriented learning.
7. Topics about Gorontalo culture should be straightforward and understandable for learners. For instance, the discussing the meaning and values embedded should be covered on the subject of traditional songs of Gorontalo. There are some songs whose meaning described people's patriotism, how someone gets a job abroad, as well as the struggle of life.

Preceding the step is a discussion among the researcher team to revise the draft based on the suggestions and corrections from teachers. Competent lecturers will validate the first draft of the FGD.

In the second FGD (on the 28th of July 2017) the researcher team with the three lecturers continues discussing the topic. The concern is about the first draft from the first FGD. Furthermore, the team assures that the model of designed syllabus corresponds to the teaching materials of English language subject for young learners. The syllabus applies to all communities since the format is quite simple and easy to understand. Discussing the application of the EYL learning strategy on the syllabus and teaching materials of the local content subject is also covered in the session. Additionally, the FGD examines the coverage of the topics of

Gorontalo culture that will be integrated into the content of syllabus and the teaching materials. The format of the syllabus should also encompass description about the units, topics, sub topics, language functions, expressions, and activities. The outcome of the FGD decides to incorporate a number of topics regarding the culture of Gorontalo; these include traditional games, dances, songs, and musical instruments.

Final Draft of the Syllabus of the Local Content Subject

This research aims to design a simple EYL-based syllabus for the local content subject as the reference for all related stakeholders. It is expected that people will understand the lesson clearly. The syllabus is in the fourth grade of primary students since they are in the *upper-class* level. They are mentally well-prepared to learn a foreign language (Suyanto, 2007, p.18-19). Both the FGD conducted on 21st and 28th of July 2017 result in a format of the syllabus that has been adjusted based on the one used in English language learning for young learners, particularly for primary schools in Gorontalo city. The format of the syllabus is basically comprised of a description of the unit, topic, sub topic, activity, language function, as well as some sentences written in Gorontalo language.

Moreover, the lesson focused on the cultural richness of Gorontalo; this includes traditional songs: for example, *Hulondalo Lipu'u*, *Biteya*, *Moleleyangi*, and *Motolo Pale*, traditional musical instruments, such as *Tulali*, *Polopalo*, and *Maruwasi*, traditional dances, i.e., *Saronde*, *Dana-Dana*, as well as games, i.e., *Aawuta*, *Tengge - Tengge*, *Tenggedi*, and *Poonti*. The learning activities are based on the ones for the English language subject for young learners, i.e., listen and repeat, reading aloud, pointing pictures, matching pictures, and sing a song.

There is a two-days discussion among the researcher team conducted on the 17th to 18th August 2017. In the first day, the group aims to accomplish the syllabus revised from the last FGD. This syllabus, which consists of four units, is for two semesters. Each unit covers four to six lessons with a set of activities in one lesson. Constructing a draft of the teaching materials for the local content subject is conducted on the second day. These are for Unit 1 with a total of six lessons.

The fixed format of the syllabus is displayed in the following table:

Table 2. The Syllabus of local content subject

Unit	Topics	Sub topics	Language functions	Expressions	Activities
1	Traditional songs	<ul style="list-style-type: none"> Hulondalo lipu'u (one's patriotism toward Gorontalo) Biteya, Moleleyangi (hard work) Molotolo pale (team work, harvesting, community work) 	<ul style="list-style-type: none"> Greetings Recite song lyrics appropriately Vocabularies Understanding the meaning of the song 	<p><i>a. Assalamualai kum, wololo habari.. (Greetings, how do you do..)</i></p> <p><i>Piyo piyohu (I am fine)</i></p> <p><i>Tita tanggulumu? (What is your name?)</i></p> <p><i>Watiya ti Fatimah (My name is Fatimah)</i></p> <p><i>Where are you from?</i></p> <p><i>Watiya londohulondalo (I am from Gorontalo)</i></p> <p><i>b. Example of the Lyrics of Hulondalo Lipu'u "Hulondalo lipu'u"</i></p>	<ul style="list-style-type: none"> Listen and repeat Reading aloud Dictation Matching pictures and Completing Lyrics of the Song Reading aloud Group playing Pair practise Listen and completing a conversation Pointing a picture Listen/read a song lyric Recite song lyrics appropriately Small group practice

				<p><i>Pilotutuwa olau Lipu'u iloponu'u Dilata olipata'u''</i></p> <p><i>c. This explains the patriotism of Gorontalo people as they born from that area</i></p>	
2	<p>Traditional Musical Instruments</p>	<ul style="list-style-type: none"> • Tulali • Polopalo • Maruwasi 	<ul style="list-style-type: none"> - Asking and answering regarding the topic about traditional musical instruments - Naming the traditional musical instruments of Gorontalo - Playing one of the traditional musical instruments of Gorontalo 	<p><i>a. Yio motota mohipa Tulali? (Do you know how to play Tulali?)</i></p> <p><i>Watiya jamotota mohipa Tulali. (I do not know how to play tulali)</i></p> <p><i>Watiya bomotota moloapa maruwasi (I can only play Maruwasi)</i></p>	<ul style="list-style-type: none"> • Listen and do • Observing traditional musical instruments of Gorontalo • Expression matching • Listen and repeat • Sentence matching by choosing appropriate picture • Playing one of the traditional musical instruments of Gorontalo

*b. Ti Khadijah
hemohiipa
tulali
(Khadijah is
currently
playing her
tulali)*

*c. Te Amiri
hemola'apa
maruwasi
(Amir is
playing
maruwasi)*

*d. Ngoolo
halaga lo
polopalo
boyito/botiya?
(How much
does the
polopalo
cost?)*

*e. Te Samu
wawu Te
Baka
mototada'a
mohipa tulali,
moyitohu
polopalo*

				<p><i>wawu maruwasi</i> (Both Samu and Baka are experts in playing tulali, polopalo, and also maruwasi)</p>	
3	Traditional dances	<ul style="list-style-type: none"> • Saronde • Dana - Dana 	<ul style="list-style-type: none"> • Asking for and answering about someone's hobby • Naming traditional dances of Gorontalo • Name a colour • Performing one of the traditional dances of Gorontalo 	<p>a. <i>What is your hobby?</i> <i>I love dancing!</i> <i>What kind of dances?</i> <i>Manari Saronde.</i> (<i>Saronde dance</i>).</p> <p>b. <i>Ti Fatimah wawu te Kadi hipotaria Dana-dana</i> (<i>Fatimah and Kadi are currently practising Dana – Dana dance</i>)</p> <p>c. <i>Timongoliyo hipomilohe tahipotaria Saronde</i> (They</p>	<ul style="list-style-type: none"> • Listen and do • Observing traditional musical instruments of Gorontalo • Expression matching • Listen and repeat • Listen and point • Sentence matching by choosing appropriate picture • Observing traditional dances of Gorontalo • Performing one of the traditional dances of Gorontalo

				<p><i>are now watching the Saronde dance performance)</i></p> <p>d. <i>Omoluwa timongoli motari Saronde? (When will be your Saronde performance?)</i></p> <p>e. <i>Timongolio mamotari hui lo Ahadi (They will perform on Sunday night)</i></p>	
4	Traditional Games	<ul style="list-style-type: none"> • Aawuta • Tengge - tengge • Tenggedi • Poonti 	<ul style="list-style-type: none"> • Conversation about playground • Naming the traditional games of Gorontalo • Mention one favorite game • Showing one of the traditional musical 	<p>a. <i>What are you playing? amiwatia sedang bermain tengge-tengge (We are playing Tengge - Tengge)</i></p> <p><i>Where do you guys play?</i></p>	<ul style="list-style-type: none"> • Listen and do • Observing traditional games of Gorontalo • Expression matching • Listen and repeat • Sentence matching by choosing appropriate picture • Observing traditional dances of Gorontalo

			instruments of Gorontalo	<p><i>di halaman rumah li pa Tinggi (In the yard of Patinggi)</i></p> <p>b. <i>Ti Risna wawu ti Yati hipoaawuta</i></p> <p>c. <i>ti Muna loliyangai oli Mina motengge-tengge to paango lo bele liyo (Muna asks Mina to play Tengge – Tengge in her yard)</i></p> <p><i>ti Ririn, ti Lela, wawu ti Titin mayilapato lopoondi. (Ririn, Lela, and Titin had finished playing poonti)</i></p>	<ul style="list-style-type: none"> • Performing one of the traditional dances of Gorontalo
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				<p><i>d. Te Haris hemomilohu taa hipotenggediy a (Haris is now watching his friends play tenggedi)</i></p> <p><i>e. Games: Aawuta Tengge - tengge Tenggedi Poonti (Accompanied by pictures)</i></p> <p><i>Example: Ti Rina hemoyitohu (picture)</i></p>	
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This syllabus is for the local content subject aimed at primary students in Gorontalo city. It is simply designed in which allows the students to learn Gorontalo language in a similar way with learning English. Audio visual media are integrated to motivate the students to learn the subject.

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