BAB I

INTRODUCTION

A. Background of the Problem

In a education system, there are many involved in a process of teaching and learning in the classroom. Which one of the tools that very support in the processing of learning is the syllabus in the school. A syllabus is a learning plan for a particular groups of subjects and themes includes competency standards, basic competencies, subject matter to learn, learning activities, competency achievement indicators for assessment, time location and learning resources. Through the syllabus, it will facilitate in carrying out the chase for teachers. Thus, syllabus one of the factor to achieve or to develop students competency by the teacher in the processing and learning in the classroom.

Furthermore, syllabus is a basic in studying activities. Without a syllabus, the teacher will be difficult to implement the learning at each meeting. Because of that, when the teacher wants to teach in the classroom, they must see the way or the rule of how to deliver the subject to the students. In conclusion, without syllabus in a school, it make the tachers will be difficult to implement the subject and difficult to know what are the competency that the students need in each of the subject in a classroom.

In addition, the learning process itself is essentially a process that is organized and arranged in such a way according to certain steps so that the

implementation can achieve the expected results and basic competencies effectively.

Moreover, a syllabus includes like a material to students, skill that the students must learn , not only that but also many items include in syllabus. Because of that, syllabus is very support to the teacher for increase their teenager to increase their ability as the teacher to teach the students in the classroom.

In addition, The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students at the levels of formal education, basic education, and secondary education. Therefore, the teacher as a professional in learning at school needs a tool to protect the teacher's performance, the syllabus itself.

Moreover, In syllabus, aside from the skills that must be conveyed by the teacher, many things can improve the process of develed performance of students' knowledge, one of which is by incorporating the values of local wisdom in the learning process.

In addition, a syllabus a translation of competency standards and basic competencies into the subject matter or learning and indicators of competency achievement for syllabus assessment is a set of plans and arrangements regarding learning activities for learning activities for classroom and assessment of learning outcomes.

Moreover, many the items that support in syllabus like the researcher said before. Because of the items that many included in the syllabus, it can

use as a guidelines in preparation of students and teachers book. Students book contains subject matter, students activities, and evaluation of learning, Not only it but also there are many characters values are intended. Then, students becomes human beings who know the culture that is own by their country. Such as local wisdom where there lived.

In addition, local wisdom as a part of the culture of a society that can not be separated from language of the community it self. Local wisdom is usually passed down from generation to generation through the mouth. Throuh of it, local wisdom still can memorized by generation to generation to make their ability is good about the local wisdom where they lived.

Furthermore, which one of the technique to convey local wisdom is through education Besides that, one of the right ways to convey local wisdom is through education. So that local wisdom can maintain its existence and the values contained in local culture can be implemented in everyday life. Thus the character of students will be formed

In addition, the educational process will be quickly understood and understood by providing learning starting from the immediate environment, both the family and the surrounding environment. Learning about the surrounding environment will benefit a lot, one of which is to make it easy for students to understand the concepts of local culture. Local wisdom around students becomes one part that is close to students and is not a new thing in their lives

Furtheremore, local wisdom is all forms of wisdom based on value goodness which are believed to implement and believed to apply and are usually maintaining for a long period for generations by a group of people in a particular environment of region where they lived.

In addition, local wisdom growed and becomed a part of the culture in community self. Where, several things will play an important role and it is development included the language of religion, art, education level, community, technological development, others. Local wisdom is in the folklore, proverbs and folk games of local wisdom as a knowledge found by sertain local communities through a collection of experiences in trying and integrating with an understanding of the culture and natural conditions of a place.

Moreover, a national education must be able to make students high integrity and good characterize in order it can make the next generation of the country is good and quality it balances by religion education like make the people will be people.

In addition, if the teacher teach the students which included the local wisdom in the lesson, it make the students not only know about the local wisdom that they lived but also they can increase they motivation to pretend the local wisdom that they lived and the teacher can include the religion moral values in a processing of teaching learning process in the classroom

Besides, local wisdom is a combination of knowledge and rtaditions that are specific to a location, and that are passing down from generation to

generation. For instance, when the teacher wants to teach the students like the first chapter in book the title is " Bahasa Inggris" it is about the introducing self. In syllabus includes the value of the culture like *kato pusako* Minangkabau such as *Bakato-kato di bawah, Mandi dihilia-hilia, Manyauak dimudiak-mudiak*, it means that, not only general ways to make the students be able to acquire the material but also the local wisdom included in the material to make the students good not only to their knowledge but also good in their characters like how they can appreciate relics from their ancestors that are very meaningful.

When the researcher did the observation on 02 August 2019 at SMKN 1 Payakumbuh, the researcher found some of the problems in this school especially in X grade at the OTKP major. The first, in syllabus are disscussed about the local wisdom Minangkabau such as *Kato Pusako* like the first chapter the main material in this chapter is about talking about self and the value of Minangkabau in this chapter for instance is *Bakatodi bawah-bawah, Mandi di hilia-hilia manyauak di mudiak-mudiak.* And , *Nan tuo dihormati, Nan ketek disayangi, Samo gadang baokbaio.* The main material in second chapter is about congratulation and complimenting and the values of Minangkabau such as the first is *Kalurah lah dapeq aia, Ka bukik lah dapek angin.* The second is *Indak sio-sio tampuo basarang randah*. The third is *Yo bana di barih makan pahek, yobana di takuak tabang tibo* and the last is *Tinaman biaso dilabuak, manusia suko di sanjuang.* Then the third chapter is talking about intention and the value of the culture Minangkabau in this

chapter the first is *Arih dek rantiang ka mancucuak, arih dek dahan ka ma impok, arih dek batu ka manaruang.* The last is *Maminteh sabalun anyuik, Malantai sabalun lapuak, ingek-ingek sabalun kanai.*

In addition the fourth chapter is talking about Descriptive text the value of Minangkabau in this chapter the first is *Kaluak paku kacang balimbiang tampuruang lenggang-lenggangkan. Baok manurun ka saruaso, tanam siriah jo ureknyo. Anak di pangku kamanakan di bimbiang, urang kampuang ipatenggangkan, tenggang nagari jan binaso tenggang saroto jo adatnyo.* Then the fifth chapter is taliking about Announcement and the value of the culture Minangkabau for instance *Takajuik urang, tagampa awak* and *kaba baiak bahimbauan, kaba buruak bahambauan.* Then, after five based competency then come in the first chapter the main material in this chapter is about Recount text and the value of the culture Minangkabau is *Tagak suku, tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso*. Furthermore, not only six chapter that included the value of the culture about Minangkabau but also the other chapters include in syllabus at the school where the researcher did the research.

The second is when the researcher saw the book that the teacher and the students use, the value of the culture in this book is nothing disscussed about this culture.

B. Problem and focus of the research

1. A syllabus that the teachers used which contains local wisdom but in book is nothing

2. The book that the teahers and students used is nothing include the local wisdom Minangkabau

C. Research Question

Based on the bakground of the problems above and focus of the research, the researcher wants to analyze the implementation of the syllabus which contains local wisdom at SMKN 1 Payakumbuh. The research question can state as follow “How does the teacher implement the local wisdom in the process of teaching?”

D. Purpose of the study

The purposes of the research in line with the formulation of the problem above. The purposes of this research is to know how the teacher implement syllabus which contains local wisdom in processing of teaching at SMKN 1 Payakumbuh.

E. Significance of the research

The result of this research hopefully can give a meaningful contribution to:

1. The students

The researcher hopes that have their abilities and skill during learning process which includes the local wisdom in a processing teaching and learning

2. The teachers

In this research, the researcher hopes that when this research result will give benefit for the teacher to teach in the classroom which contains local wisdom to pretend the local wisdom that the teachers and the students live and can increase the ability for the students

3. The readers

The researcher hopes that the readers will understand about syllabus which contains local wisdom. Besides, the result of this research will be one of the references to improve how the teacher teaches which contains the local wisdom Minangkabau in the processing of teaching learning process especially in learning English

4. For institution

This research can use as a reference for the next researcher

F. Writing System

This research consisted of five chapters. They were chapter I until chapter V. Chapter I was introduction, which consisted of background of the problems, problems and focus of the research, research question, purpose of the study, significance of the research, and writing system.

The second chapter is review of related literature which consisted of review of related theory, review of related studies and the last is conceptual framework. The third chapter is research method which consisted of design of the research, the object of the research, technique of data collection, technique of data analysis and triangulation of the data. The fourth chapter is

was findings and discussions and the last is chapter five consisted of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The nature of syllabus

a. The definition of syllabus

Syllabus is set of main point materials. Suyono said that in general, syllabus is as a framework or summury of the main points of learning material, lecture material or a text.[1] Syllabus is basically a long term learning plan for a particular and or/ group of subjects. Syllabus is needed in the learning process at school is carrying out within a predetermine period of time.

In addition, the syllabus is reference in preparing learning activities, and developing assessment of learning outcomes. Through the syllabus the teacher as a fasilitator in the classroom can take the reference from syllabus, because in syllabus there are many kind of the reference to teach and to manage the processing of learning.

Furthermore, syllabus is which one of developing product from curriculum that contain lines in a big of a lesson, so through of the curriculum; the syllabus can develop where in syllabus contains many term

[1]Suyono, *Implementasi Belajar dan Pembelajaran*, 2015. (Bandung: Pt.Remaja Rosdakarya), p. 240

for the tool to teach in processing teaching learning. In conclusion, syllabus not only develop from curriculum but also the important tools in teaching learning process.

b. The component of syllabus

The syllabus contains at least the following components

1) Syllabus identity

The purpose in making identity in syllabus is to make the decision in syllabus will be clearly and easy to the teacher take like the syllabus for each level such as from elementary school, senior high school or for senior high school. Through of identity in syllabus, the teacher will easy to balance the material that the students must learn

2) Competency standards

Standard competence framework that describes the basic development learning programme which is structured. Standard of competence is the focus of asessessment, so that the process of development.

3) Basic competencies

The standard of competency in the course is the description of knowledge, skills and attitudes that must be mastered after students learn certain subjects at a certain level of education.

Competence is a framework that explains the basis for developing structured learning programs. In each subject, competency standards have been determined by curriculum developers, which can be from content standards. If the school considers it necessary to develop certain subjects such

as the development of local content curriculum, then the competency standard should be formulated according to the name of the subject in the local content.

Basic competence is the minimum knowledge, skills and attitudes that must be achieved by students to show that students have mastered the competency standards that have been set, which is why the basic competencies are the translation of competency standards

4) Main Material / Learning

The main materials in syllabus is important factor to the teacher, because through of it, the teacher can focuss to take the material that what are the students must learn in the processing of teaching learning process in the classroom.

5) Learning Activities

Activity in learning that is all forms of student activities in following the lesson. Activities in learning have a dimension that is student interaction with the subject matter being taught, student interaction with other students, student interaction with the teacher, student interaction in groups, and student interaction between groups

6) Indicator

Learning objectives describe the process and learning outcomes that are expected to be achieved by students in accordance with basic competencies

7) Assessment

Assessment is the most important part of the learning process. Because of the learning process the teacher needs to know how far the learning process has achieved results in accordance with the objectives set.

Rating here serves to determine the value of the object based on certain criteria. The object referred to here is students who do a learning process. The process of giving value takes place in the form of thinking of the object and then a conclusion that is derived in the form of value.

The value of learning outcomes is the process of giving value to learning outcomes achieved by students with certain criteria, in this case the object being assessed is student learning outcomes.

8) Time Allocation

Sources of learning to change change behavior ynag more perfect, in accordance with the objectives. If the source of learning instead makes someone create and is negative then the learning source cannot be called a learning source. For example after someone watches a movie, there is content or message, the film has a negative impact on him, so the film is not a source of learning.

9) Learning Resources

The syllabus components above can then be presented in an example of a horizontal or vertical syllabus format.

c. The purposes of the syllabus[2]

1) The syllabus as a contract

[2]The Purposes of a Syllabus Jay Parkes and Mary B. Harris article

The first purposes of syllabus either explicitly or implicitly is to serve as a contract between the instructor and the student. Like any contract the syllabus serves to set forth what is expected during the term of the contract-typically semester-and to guide the behaviors of both parties. More specifically, the syllabus should delineate the responsibilities of students and of the instructor for various tasks, including attendance, assignments, examinations, and other requirments. It should alsodescribe appropriate procedures and course policies so that both students and the instructor know ahead of time how certai potential occurence such as missing an exam or a mid lecture cell one call will be handled.

As with contracts, some syllabi can be heavily negoiated and others not. In introductory or foundations courses for example, there are likely to be expectations of the breadth and depth of coverage that would cause the instructor to dictate the course content, whereas in advanced seminars, students may participate in designing the course content. This might also be true for procedural issues, such as the type of evaluation. To some extent, this would depend on faculty style and philosophy. Some instructors feel that it is their right and responsibility to make all decisions about course content and procedures, and others believe that students should always provide input into such matters. Regardless of how it is cre-ated, the syllabus ultimately becomes an agreement on roles and responsibilities.

Furthermore, This focus on the syllabus as a contractis useful for students and instructors. By having the requirements and expectations for

performance by both the student and the instructor in writing, students can decide whether or not they wish to take the course, plan appropriately for what they need to accomplish during the term of the course, and check their performance and behavior against the written contract. For instructors, this contract perspective is particularly helpful in settling formal and informal grievances.

In addition, many grievances arise out of unclear expectations or unclear communication of expectations. For example, if there is no explicit policyon late assignments, students may feel they have been treated unfairly, whether they submit an imperfect assignment on time or a completed one after the deadline. If the policy is given in the syllabus and applied consistently he instructor will likely be exonerated from the charge of unfairness. Sometimes syllabi and whether the instructor and student have abided by them actually do become legal issues. For example, a medical student's legal challenge to his expulsion from medical school was dismissed, in part, because a course instructor had followed the guidelines in his syllabus when failing the student in a course.

Likewise, an instructor's suit challenging his dismissal was also dismissed, in part, because he had imposed additional assignments and grading criteria on a student that were not mentioned in the syllabus. Though inneither case were the syllabus issues decisive, they were cited and added to the evidence involved. Viewing a syllabus as a contract leads to a number of implications for what should be included in its content. First, a clear and accurate course

calendar should be provided. This timeline should make explicit what the student is expected to do and bring for each class; for example, be prepared to discuss particular readings, bring a laptop to work on certain problems, be ready to work with others in a small group assignment, and so forth.

Moreover, The syllabus should include as many due dates as possible, especially for assessmentsthat carry great weight in the determinatio of the final grade. If certain meetings will take place outside the classroom or if students will be expected to bring additional materials on a particular date, this information should be provided .If some dates cannot be set at the beginning of the class, it is also useful to add a note to the agenda that the instructor reserves the right to alter the schedule, although only with full and fair disclosure to the students. Having some flexibility to accommodate circumstances that ariseduring the course of a class is probably a good idea.

In addition, second, any behaviors or policies that could affect a student's grade should be addressed in some way. It may seem obvious that a syllabus would describe the number and kinds of assessments that will determine the final grade, but it is also important to discuss the ways in which the various components will be weighted. Additional policies that should be mentioned in the syllabus include those dealing with attendance and the consequences of missing class, late assignments, missing exams, grades of "Incomplete," correcting and resubmitting work, changing one's grade, and dropping the course. Third, it is also important to discuss questions related to academic dishonesty. To what extent, if any, are students permitted to work

together on assignments? What are the penalties for cheating on exams or assignments? What are the penalties for plagiarism? Providing a definition of plagiarism and a reference tothe university policy may be particularly helpful. Fourth, it is useful to mention policies related to the academic freedom of students, for example, that you expect students to respect the right of their peers to express their views on topics relevant to the course and that you intend to respect

that right as well. It may be wise to indicate that if one or more students wish to continue discussion on a topic that is not germane to the content of the class, you may have to ask that they suspend the discussion until they can meet with you individually at a later time. Fifth, in some courses it may be appropriate to include "disclaimers" on the syllabus. For example, it might be useful to advise students about what they should not reasonably expect to be able to do after passing the course. Passing a course in tax law, for example, would probably not fully equip a student to go into private practice as a tax preparer. Other kinds of disclaimers or warnings may raise legal issues as well as issues related to student learning (see section 3).

A course at the University of California at Berkeley about pornography contains a warning about the "offensive or arousing" content of the course. Courses containing cultural or religious topics might mention that students may end up changing in ways they don't wish to change. An instructor might indicate her or his own limitations or biases in teaching a certain course if that

would be of use to students. Finally, the syllabus should mention the rights and responsibilities of students with disabilities and provide a discussion

of how you will accommodate students with particular learning needs. Most universities have services available to students with disabilities, including assessment of their specific needs and provisions of ways to meet them. It is likely that the administration has some formal policies consistent with the Americans with Disabilities Act, as well as suggestions for faculty on how to implement them in their classrooms.

2) The syllabus as a record permanent

There are at least two general reasons why a syllabus is useful as a permanent record of what was taught in a course: accountability and documentation. In this age of outcomes assessment, which is often mandatory for accreditation of programs and institutions, more and more evidence is often sought to show evidence of effectiveness. By providing details of what was covered, what students were expected to do, and how these outcomes and performances were assessed, syllabi can be quite helpful in efforts to evaluate both individual instructors and entire programs.

Instructors are held accountable for their performance through processes such as annual reviews, merit pay reviews, and promotion and tenure reviews. As part of the review process, course syllabi are often used to communicate information about the instructor's teaching. Review committees will consider syllabi to determine if courses contain information about a topic that is appropriate in terms of both scope and depth.

They may evaluate whether or not the instructor appears to be cognizant of the level of students in the course, the uses to which the students will put the knowledge and skills learned in the class, and the correspondence between the content and the current demands of the profession or discipline. They may also consider a syllabus as evidence of an instructor's clarity of writing, attitudes towards students, knowledge of pedagogy, and fairness in evaluation. In addition to faculty reviews, academic programs, departments, colleges and whole universities often undergo accountability reviews for which s llabi are helpful. Examining syllabi for a series of courses making up an academic major or minor can help communicate what students are expected to know when they complete such a degree. Most academic programs and institutions choose to undergo accreditation reviews by professional organizations. Syllabi are often required as part of these reviews as well.For example, the National Council for Accreditation of Teacher Education, which accredits schools and colleges with teacher preparation programs, uses syllabi to determine if the program covers all of the professional education knowledge bases The syllabi can be used to demonstrate that courses are inalignment with the department and/or institutional mission They can also be used to show that the program is consistent with the expectations of the discipline and the accrediting agency.

There is a second set of reasons for using a syllabus as a permanent record, in addition to helping to demonstrate theeffectiveness—or ineffectiveness—of an instructor or academic unit. As a permanent record, a

syllabus can serve to document what was covered in a course; at what level, scope and depth; and for what kinds of credit. When students wish to transfer credits from one institution to another institution or to substitute one course for another, the course syllabus may be used to help determine whether or not the request is appropriate. Since many students are now attending a number of institutions of higher learning in the course of obtaining a degree, as well a srequesting credit for professional experiences or on-line courses, a detailed syllabus can play an important role in documenting what a particular course included and how it might fit into a cohesive course of study. For a syllabus to be most useful as a permanent record, the document should contain a number of small but important pieces of information in addition to a detailed description of the content and the

Assessment procedures: the title and date(s) of the course, including the name of the department; the number of credit hours; the title and rank of the instructor; any prerequisites or co-requisites for the course; required and optional texts; other materials and experiences that the course will involve. For courses that are linked to accreditation, certification, or licensure, it may also be helpful to have course objectives explicitly linked to professional standards. A reference to these standards which could be in the form of a hyperlink for an Internet-available syllabus could be provided. Finally, we wish to issue a caution about the use of a Web-based syllabus as a permanent record. Such a syllabus can be extremely flexible and easy to update, incorporating a great variety of useful hyperlinks. However, a syllabus will

function as a permanent record only if it is an accurate description of what a particular course entailed at the time it was offered. We suggest that instructors either keep a printed copy of their on-line syllabus, print out an index to itif the entire syllabus is extremely longor store each semester's revised syllabus in a different file. Otherwise, it will be difficult to document how the course was changed or what a particular student studied when he took the class back in spring 2000

3) The syllabus as a learning tool

A course syllabus as a can serve as as a highly effective fasilitator of student learning.

d. The function of syllabus

According to Mariana the Syllabus has 17 possible functions that will be stated in the following:

1) Describing course content scope

Learning is a daily activity carried out both in a formal, non-formal environment, and in the community. The formal environment is the school and educational institutions, non-formal, among others, courses and training, and the community environment which is a place for social interaction.

2) Communicating course focus

The quality of learning is influenced by the effectiveness of communication that occurs in it. Effective communication in learning is the

process of transforming messages in the form of science and technology from educators to students, where students are able to understand the purpose of the message in accordance with predetermined goals, thus increasing knowledge of science and technology and causing changes in behavior for the better. The instructor is the party most responsible for the ongoing effective communication in learning, so that lecturers as instructors are required to have good communication skills in order to produce an effective learning process. Forms of Effective Communication Application in Learning

3) Suggesting prerequisites
4) Detailing logistics

By increasing information technology and enhancing capabilities, the logistics industry in Indonesia has now evolved from the general perception that already exists, namely only about warehousing and transportation operations.

5) Identifying course goals

teachers need to be made if the indicator contains work demands that are not yet operational (not easy to measure). This determines the need for learning objectives to be made if the material in the indicator is too broad. In addition there are times when the indicators contained other skills demands. In principle, learning objectives (instructional objective) are the behavior of learning outcomes that are expected to occur, be owned, or be mastered by students after participating in certain learning activities. Or it

could also be a behavioral goal to be achieved or that can be done by students according to competence

6) Sequencing/scheduling instruction

It is known that the 2013 curriculum developed two modes of learning processes namely the direct learning process and the indirect learning process. The direct learning process is an educational process in which students develop knowledge, thinking abilities and psychomotor skills through direct interaction with learning resources designed in the syllabus and lesson plans in the form of learning activities. In direct learning the students conduct learning activities to observe, ask questions, gather information, associate or analyze, and communicate what they have found in the analysis activities. The direct learning process produces knowledge and skills directly or what is called instructional effect.

Indirect learning is an educational process that occurs during the direct learning process but is not designed in specific activities. Indirect learning is related to the development of values and attitudes. Unlike the knowledge of values and attitudes carried out in the process of direct learning by certain subjects, the development of attitudes as a process of moral and behavioral development is carried out by all subjects and in every activity that occurs in the classroom, school, and community. Therefore, in the learning process of Curriculum 2013, all activities that occur during learning at school and outside of the curricular and extracurricular activities take place in the learning process to develop morals and behaviors related to attitudes.

7) Identifying performance objectives

The teacher formulates the learning objectives in the lesson plan according to the curriculum / syllabus and pays attention to the characteristics of the students.

8) Constituting a contract

9) Identifying reference material

References (references) are all forms of theory or argumentation that can be used to support an idea or it can also be an idea, theory or argument in order to be able to reinforce what we intend to convey by means of writing or using oral. References are also writings in which there is information in the book that the book is reviewed and can be judged based on the source of the author.

10) Providing modifications base

Modification is a way to change the shape of an item from less attractive to more attractive without losing its original function, as well as displaying a shape that is better than the original.

11) Motivating students

Motivation itself in its understanding is divided into two areas, namely intrinsic motivation or commonly said to be motivation that originates within

students, whereas extrinsic motivation is a form of reinforcement or motivation that comes from outside of students.

Basically motivation that can be given by teachers is extrinsic motivation but it is not impossible that extrinsic motivation is accumulated by students into an intrinsic form of motivation.

12) Permitting self monitoring
13) Facilitating optional learning activities
14) Establishing evaluation system
15) Advertising/promoting/recruiting clientele
16) Serving as an articulation tool

e. The advantages of syllabus

In basically, syllabus is main example in an activity of the lesson. Each other of advantage syllabus is[3]

a) As a guiding to develop the lesson such a s the planning to make lesson plan, the manging of activity, the supplement source of the lesson, and the develop in a system of assessment. It can be describe about the main program that will achieve in a lesson
b) As a measure in doing the assessment in a program of lesson.
c) The documentation that was write (written document) as acccountability in a program of lesson

[3]Skripsi implementasi silabus dalam penerapan materi pelajaran pendidikan kursus tamtama musik oleh departemen jahrillurja di pusdikajen lembang

2. The nature of Local Wisdom

a. Definition of local wisdom

Practically local wisdom is a community effort to conserve resources that can be used continuously to feed the community and maintain the environmental balance

According to Triyanto "Local wisdom is a phrase consisting of two words: wisdom and local. These two words merge into a term that contains a certain meaning or understanding. Simply put, the word wisdom in Engllish is deriving from the word wise that can be interpreted as the quality of having knowledge and judgement. Wisdom here contains knowlegde or views, values, beliefs that have goodness and are believed to be truthful to produce something wise (bring good benefits). While the word 'local' implies a limited environment (applies in the local area). Thus, simply the local wisdom is the knowledge or views, values, beliefs of a limited environment (local area) that is believed to be true to bring the benefits of a social life. Its existence is a heredity among several generations.[4]

Local wisdom, it means a students learn not focus knowing about the global material that support their lesson, but local wisdom is more specific the subject that they learn or more locally that content they learn. To develop the material have, the teacher can too analyze the from material that they learn. According to Tomlimson "Studies of teachers needs may also provide a

[4]Triyanto, Art Education Based on Local Wisdom, p. 36

content coverage."[5] It means, in processing of learning we need to coverage the material to make students interesting and easy to understand what they learn.

Furthermore, local wisdom is the community's wisdom or local genius deriving rom the lofty value or cultural tradition in order to manage the community's social order or social life.

b. The functions of the local wisdom

1) Local wisdom becomes a controlling medium for the citizens behavior
2) Becomes the medium to maintain the influnce of outside values that are not appropriate
3) Serves as an adaptation strategy to accomodate the influences of cultural values from the outside and integrate them in the local native culture.

B. Review of Related Studies

The first review of related studies in this research is from Mustikaning Ayu Shaleha and Widyastuti Purbari. Their title is using indonesian local wisdom as language teaching material to build students' character in globalization era. Itis kind of qualitative study which draws argument based on library documentation. This library-based paper aims to show the evidence of the benefits of the use of local wisdom as language teaching material for students' character building. It builds the elaboration from various theories and relevant previous studies under the confines of character building, local

[5]Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge University Press, 2011), p. 242

wisdom, and language teaching material. Specifically, this paper tries to show the urgency of students' character building as the foundation to face globalization era and the implementation of Indonesian local wisdom in language teaching as one of solution to teach character to the students. It closes with some suggestion for the teacher about the way to adapt Indonesian local wisdom in language teaching material and simple examples of material design which can be adapted by the teacher.

The second is from E Ningrum, her title is The Impact of Local Wisdom-Based Learning Model on Students' Understanding on The Land Ethic.Local wisdom based learning model is motivated by global environmental crisis. Local wisdom has proven its significance in achieving a harmonious relationship between human and nature. This research aims to identify the impact of local wisdom based learning on students' understanding on the land ethic. This study is conducted using the experimental method with factorial designs. Subjects involved in this study are Grade XI social students, composed of three experimental groups. The research variables are local wisdom-based learning model as the free variable and the land ethic understanding as the bound variable. The research instruments consist of observation, assignments, tests, and performances. The data are analyzed statistically. The results show (1) there is a difference of the land ethic understanding between before and after applying local wisdom-based learning on experimental group 1, 2, and 3; and (2) there is no significant change on the land ethic understanding between experimental

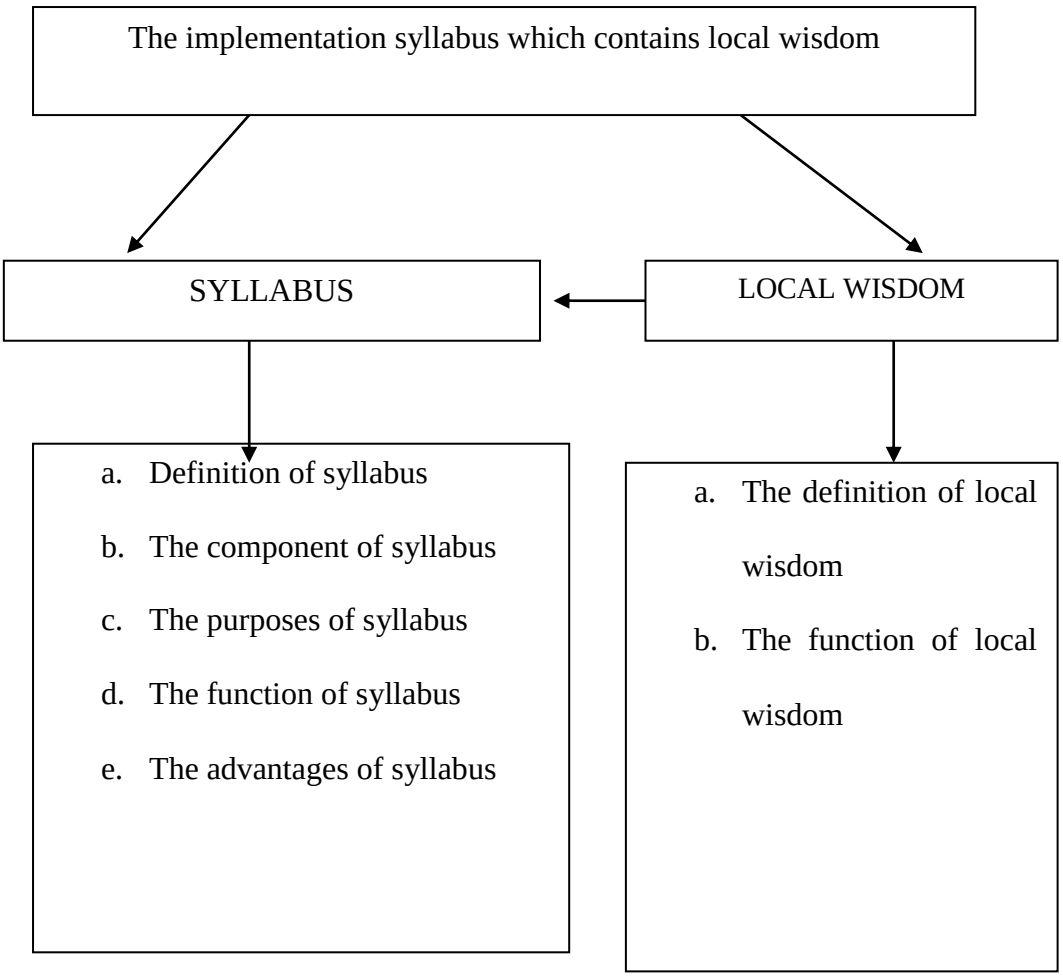
group 1, 2, and 3. It is implied that local wisdom-based learning influences the land ethic comprehension.

The last is from Triyanto, his researh title is art education based on local wisdom. Education as a cultural process is an effort to humanize and civilize people. Through education,individuals transfer, inherit and transmit knowledge, values, and beliefs that function as guides to fulfilling human needs in local contexts. The educational process occurs across generations through socialization, enculturation, and internalization. In this regard, education can be carried out through formal, non-formal, and informal ways. This paper argues the importance of preserving and cultivating local wisdom that is a form of culture containing knowledge, values, and beliefs that can benefit society. More specifically, this paper discusses that art education as a form of education that utilizes art as its medium has a strategic role in preserving and cultivating local wisdom.

The different between the research review of related studies above with my research is the researcher just focus to implementation syllabus which contains local wisdom

C. Conceptual Framework

Conceptual framework below is a framework of the theory problems that are taken by a researcher. Then the conceptual framework can be created as follow:



CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research is kind of descriptive research. In this case, the researcher analyzes the implementation of the syllabus which cantains local wisdom. Gay says that descriptive research involves collecting data in order to answer the question concerning the current status of subject of the study.[6] It means that if the researcher conduct a descriptive research, the researcher must collect the data and try describe it based on the current status found by the researcher. Then, Suryabrata stated that, descriptive research is a research that is used to describe about situation or condition.[7] So, descriptive research is a research that describe about situation and condition with collect fact to find the data without find or search relationship, or hypothesis.

Then, according to Sugiyono, qualitative can be said as naturalistic research because this research is natural condition (natural settings).[8] It means that in qualitatif research, the researher do not give treatment in the object of the research. It can be concludes that, a qualitatif research is based on the natural condition that found by the researcher in the field.

---

[6] L.R Gay, *Educational Research Competencies for Analysis and Application, (Singapore: Merril, 1990), p. 189*

[7] Sumadi Suryabrata, *Metdologi Penelitian,* (Jakarta: Raja Grafindo Persada, 2011), p. 76

[8] Sugiyono, *Metodologi Penelitian Kuantitatif kualititaif R&D, (Bandung: Alpabeta, 2010),* p. 8

B. The Object of the Research

Object is the person who gives information about the situation of the research. The object of this research is the English teachers and students of first grade SMKN 1 Payakumbuh. The object of this research is one of the teacher who had teach in X OTKP 1 until X OTKP 3. Her name is Elviyantri Susi, S.Pd

The researcher just take one of the major in this research namely is OTKP. in the OTKP major has 99 of students and two teachers. The research will see in the classroom how the teacher impeentation syllabus which contains local wisdom.

C. Technique of Data Collection

The data of this research will collect through observation. The researcher acts as a participant observation. In this observation the researcher will seat in the classroom to see how the teacher implementation syllabus which contains local wisdom.

The researcher use observation to get the information about how is the implementation of syllabus which contains of local wisdom in SMKN 1 Payakumbuh. Sugiyono states that, observation is a technique data collection in a systematic and deliberate through the observation and recording of symptoms is investigates. The observation is arrange with name of the teacher who teach English language, observation, place, time, and items to be observe. The researcher give cheklist to each item which occure during

observation. Margono says that, the cheklish is an arrangement that is done by the researcher through columnn by giving the check sign in every item that is to observed.[9]

The observation will finish until the researcher get the accurate and complete data about how the teacher implementation syllabus which contain local widom in X grade of SMKN 1 Payakumbuh.

D. Technique of Data Analysis

After the data is collecting by observation, the next step is analyzing the data. Data analysis is a process to look and organize of the data systematically that is obtaining through the observation. So it can be easily understand and presenting as the findings of others. In analyzing the data, the researcher use Flow model of Miles and Huberman in Sugiyono, [10]as follow:

1. Firstly, data reduction; the researcher make summury of the data, selecting the subject matters, focuss on the research aspects, look for themes and patterns and reduce uncessary things.
2. Secondly, display the data, the researcher show the data in narrative type. It is the researcher write the result of the research by explaining the data to know how is the implementation of the syllabus which contains local wisdom at the first grade of SMKN 1 Payakumbuh.

[9] Drs, S, Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2007) cet, ke-6, p.158

[10]

3. Finally, the researcher conclude the data about the implementation of the syllabus which contain local wisdom at SMKN 1 Payakumbuh.

E. Triangulation of the Data

Triangulation data is the way to check the credibility of the data in qualitatif research by using some technique research by using some techniques of data collection and some sources of the data existing data, Sugiyono states that triangulation is defining as data collection technique which is combining the various technique of the data collection and data resources that already exist.[11]

[11] Sugiyono, *Metode Penelitian Pendidikan Kuantitaif, Kualitatif, R & D,* (Bandung: Alfabeta, 2009), p.33o

CHAPTER VI

FINDING AND DISCUSSION

In this section, the researcher presented the data collected from Desember until February at the first grade of major OTKP (Office Management Automation) in SMKN 1 Payakumbuh. The data is presented to answer research questions about how the teacher implement the syllabus which contains local wisdom in processing of teaching. The findings describes about the data obtained from observation. The discussion described about several differences.

A. Finding

The aim of this research is to find how the teacher implement the syllabus which contains local wisdom in processing of teaching at x grade SMKN 1 Payakumbuh. This research conducted in SMKN 1 Payakumbuh that located in Bonai Indah Payakumbuh. The focused that the researcher did this research in OTKP major, this major had one of English teacher as an imformant in this research. The major OTKP had three classess and all of this research is one major in OTKP major.

Furthermore, the data were obtained in a form observation. The data collection from January 6th until January 14th 2020. The researcher did the observation to collect the data about how the teacher implement syllabus which contains local wisdom. the researcher observed the English teacher and learning process.

The observation was done with one teacher who taught at x otkp 1, x otkp 2, x otkp 3. For the fisrt observation was the class otkp 2, the second observation was otkp 1, the third observation was otkp 3, and the last observation was x otkp 2.

The local wisdom in this research was related on syllabus like *tagak suku paga suku, tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso.*

The researcher did observation for these following activities. The following was the result of the observation.

1. The teacher implement the syllabus which contains local wisdom

The data implementation syllabus which contains local wisdom by English teacher in teaching English lesson were gotten by doing observation during fourth meeting.

In addition, based on the observation result, the teacher implements local wisdom with toke various way, the subject that the teacher though is Recount text. In same, the researcher did the observation in first observation until third observation it is a same the frist meeting and the last observation is a second meeting in a lesson of recount text.

Furthermore, in a first meeting, the teacher just introduce the students through the recount text by introduce the tenses that the students must use when make a text recount is past tense. Then, in a second meeting, the teacher gave some of the paper that contains local wisdom.

1. In introduction for a lesson

Based on observation result in fourth meeting, the teacher implement local wisdom *tagak suku paga suku, tagak kampuang paga kampuang, tagak nagari paga nagari tagak bangso paga bangso* the first meeting until the fourth meeting. The first meeting, the teacher greats the students, then the teacher toke attandance, after toke attandance the teacher asked several questions to the students. In the first introduction observation, the teacher not yet included the local wisdom such as *Tagak suku paga suku, tagak kampuang paga kampuang, tagak nagari pagari, tagak bangso.*

The second observation of introduction, the teacher implement the local wisdom through adviced to the students, like before the teacher came to the class, before start the lesson the teacher asked to the students to clean the class because it like so messy. Then, when the teacher asked to the students to clean the class, some of the students just clean chair theirself; because of that, after the students pray in a classroom the teacher gave adviced to students.

In addition the teacher said that to the students to clean the class, "but half of you did it. Through your responded I can look your character who you are. The teacher said that to the students every the teacher asked to the students to did something, the teacher pay attention how the character by the students, then the teacher said again if the teacher asked something actually it can look your own character how your responsible with your class"[12]. Thus, the teacher included local wisdom in introduction the second observation through included the values character to the students not direct such as said *tagak suku paga suku, tagak kampuang paga*

[12] Mrs. Elviyantri S.Pd the teacher of english in SMKN 1 Payakumbuh who teach at major otkp

kampuang, tagak nagari paga nagari tagak bangso paga bangso, but with give adviced to the students.

Furthermore, in third observation introduction and the fourth observation when the teacher did introduction to the students, the teacher not yet included the local wisdom.

2. Core

a. Observing

Based on observation result in fourth meeting, the first meeting obervation until the fourth meeting observation, the teacher not yet included local wisdom *tagak suku paga suku, tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso in observing.*

In addition, the teacher just facilitate to the students to observe the subject that the learned such as the subject recount text, but here before came to the text the teacher facilitate to the students by explained simle past tense such as used verb two.

b. Experimenting

Based on observation result, the first observation until the fourth observation. In the first observation at x otkp 2 the teacher included local wisdom through asked to students to relevance the subject recount text through tenses past tense that they have learn, and the local wisdom like kato pusako tagak suku paga suku, tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso. The teacher connected by formula past tense verb two for instance was verb two played



The teacher included the local wisdom

Source observation 1 at x otkp 2

In the second observation at x otkp 1, the teacher included the local wisdom through asked to the students to relevance with recount text by make verb two.



The teacher included local wisdom

Source Observation 2 at x otkp 1

In third observation, the teacher did not included the local wisdom then in the fourth observation, the teacher included local wisdom through gave exercices with their groups. The exercises that the teacher gave was as below:

1. *Translate teks tersebut ke bahasa Indonesia*
2. *Pilihlah kata yang ada di dalam text*
3. *Tulislah hubungan kata kerja itu dengan tagak suku paga suku, tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso*



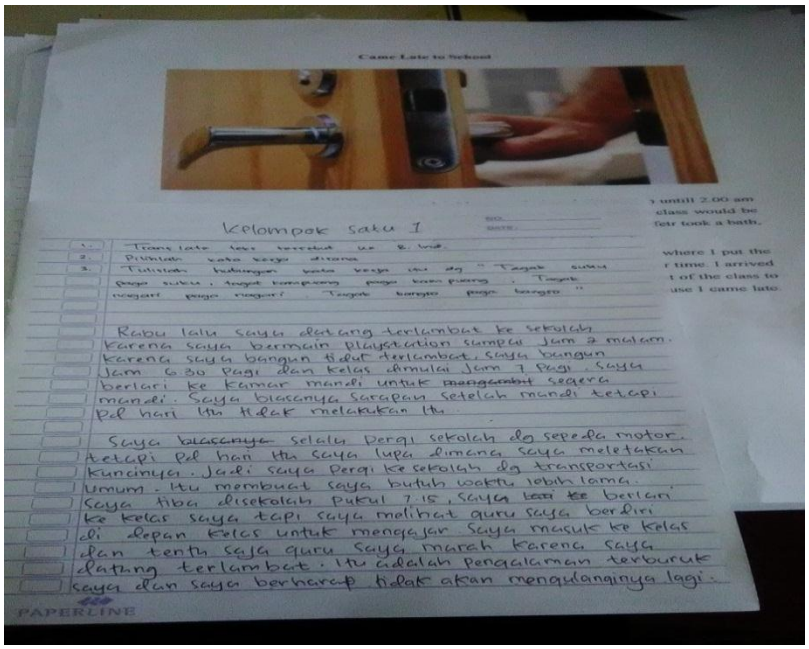
The teacher included local wisdom

Source oservation four at x otkp 2



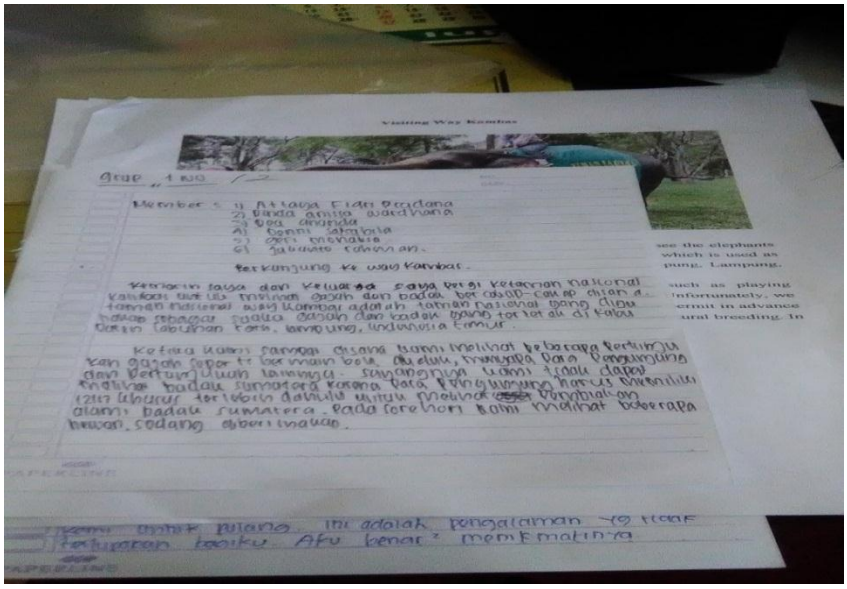
The students did the local widom by exercises with group

Sources observation four at x otkp 4



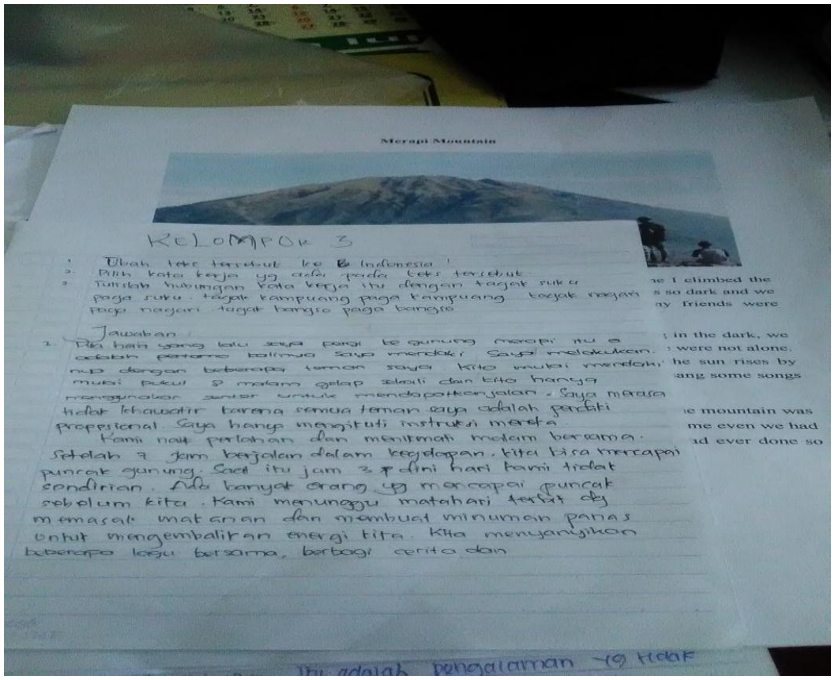
Students exercises by Group 1

Sources observation for at x otkp 2



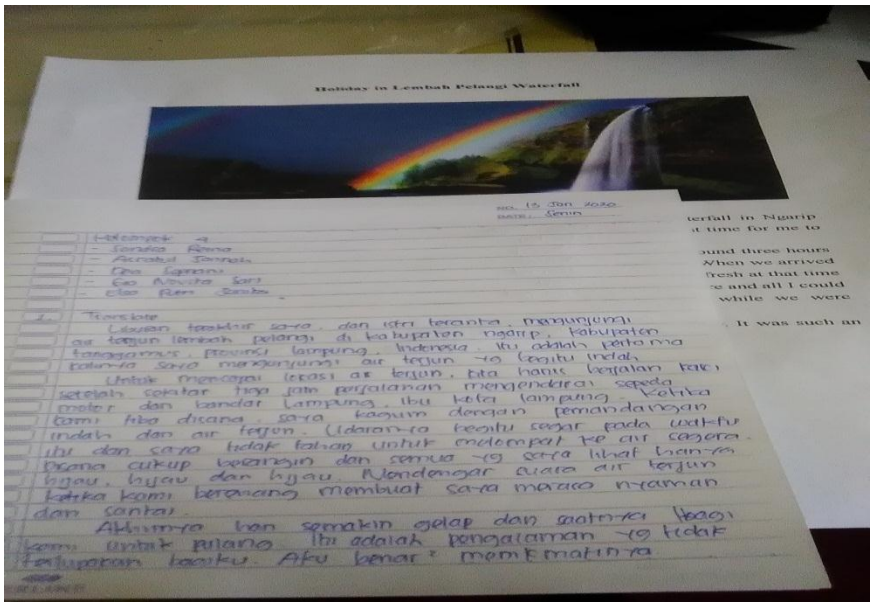
Group 2

Sources observation for at x otkp 2



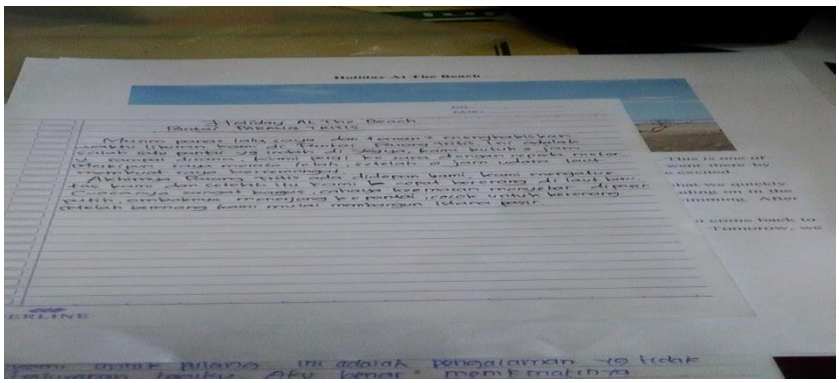
Students exercises by Group three

Sources observation for at x otkp 2



Students exercises by group four

Sources observation for at x otkp 2



Students exercises by group five

Sources observation for at x otkp 2

c. Associating

In a processing of association based on result observation the first observation until fourth observation the teacher did not included local wisdom in a lesson of Engish

d. Closing

Based on observation result the first observation until fourth observation, in the second observation the teacher concluded the lesson with included local wisdom.

In addition, to get more information about how the teacher implementation local wisdom, the researcher did interview to the teacher who had though in first semester. In first semester had sixt based competency, then the researcher asked to the teacher about how the teacher implement the local wisdom from first based competency until six based competency.

In addition, in a first based competency discussed about introducing self and the other people. Before the teacher included local wisdom actually first the teacher toke attandance, read alqur-an, and asked students about they feel good or bad. After that the teacher explained to students about the subject that they learned after that the teacher begun to included local wisdom with way said *kato pusako Bakatodi bawah-bawah, Mandi di hilia-hilia, manyauak di mudiak-mudiak. Nan tuo dihormati, nan ketek di sayangi, samo gadang baok baiy*. After said to the students about *kato pusako Minangkabau,* the teacher said she explained about the meaning it like in social relations need to be maintained good manners, cleverly put themselves in the community should not be elevavated and arrogant. The teacher said this value was very important to include to the students.

In addition, the teacher said again actually in a first based competency it was about introducing self and the other people, in introducing self to the other people we

did not arrogant, must manage attitudes, so when we introduced to the people above aur age how, about same level how; the teacher stress again it is very important for me to include it.[13]

Furthermore, the researcher included in a core the subject after in core, the teacher included the local wisdom part of concluded the subject especially in a first based competency. The way teacher used to include local wisdom with step the teacher asked to the students the lesson that they was learned. The teacher said after the students explained it the teacher asked again how the way our attitude to introduce our self to the other people? the teacher said any the students answered did not arrogant, polite and etc.

Moreover in a second based competency it was about congratulating and complimenting. Based on the result interview, the teacher said that before she included the local wisdom in introduction the teacher preview correlated which said to students about their uniform so neat, diciplines and etc.

In addition, after the teacher gave introduction that related congratulating and complimenting. In a core activity after the teacher explained about congaratulating and complimenting, the teacher included the local wisdom with the teacher wrote on the whiteboard *kato pusako* like *kalurah lah dapeq aia, ka bukik lah dapeq angin. Indak sio-sio tampuo basarang randah. Yo bana di barih makan pahek, yo bana di takuak tabang tibo. Tinaman biaso di labuak, manusia suko di sanjuang*. The teacher said after the students wrote on their book, after that the teacher said she explained the meaning of the *kato pusako* it like a person's success needs to be rewarded with soothing words. So that laudable people feel flattered by

[13]Mrs.Poftia Agustirti.S.Pd the English teacher at SMKN 1 Payakumbuh

the words that we convey, but it shouldn't be excessive. Then, the teacher said again my purpose included local wisdom in this based competency, like the students can appreciate that they got. For instance in a classroom when their friends got the champion, here how their appreciate their friends with saying congratulation and others.[14]

In addition, the teacher included in second based competency in a part of conluded the lesson, It is based on the interview result. The teacher said I asked to students to conlude the lesson and after that I included the values like someone needs to be rewarded with words that are soothing, must not have a heart, must respect one another. In a same, the teacher said again that she stress to students if gave the congratulated to the other people not too over, because it afraid the other people will arrogant.[15]

Moreover based on interview in a third based competency, the teacher included the local wisdom the first was through introduction. Here, the teacher not said kato pusako direct but included the values of the *kato pusako* itself. In addtion, in itroduction the teacher gave quetions to the students about who have hose that so far from the school? Any several students said they house was so far from school through it, the teacher said to be carefully and alert.

In addition, after the teacher gave values for carefully and alert. The second, in a core activity after the teacher explained the teacher included local wisdom which said the first is i asked the students to listen kato pusako that I said then after I asked the students to listen, I asked the students the students to write in their book. *Kato pusako* in this based competency is *arih dek rantiang ka mancucuak, arih dek dahan*

[14]Mrs. Poftia Agustirti, S.Pd English teacher at SMKN 1 Payakumbuh
[15]Mrs. Poftia Agustirti, S.Pd English teacher at SMKN 1 Payakumbuh

ka maimpok,arih dek batu kamanaruang. Maminteh sabalun anyuik. Malantai sabalun lapuak. Ingek –ingek sabalun kanai. After the teacher said it the the teacher explained the meaning like instill an alert and alert attitude in daily life for instance *kato pusako ingek-ingek sabalun kanai* the teacher said we must wary before happened to our.[16]

In addition, the teacher gave example if the students intention went to school to get a boyfriend not to learn, actually she got it. After that the teacher said intention is a plan that deliberated something with action to do it.

Moreover, based on interview a third the teacher included in a third based competency was in concluded the lesson. The way that the teacher used was the teacher explained and included the lesson which contains local wisdom that the teacher was explained to students.

In addition, based on the interview observation in fourth based competency; the researcher included local wisdom through gave example about *Rumah gadang* picture. The teacher said that Rumah the rich that contains the philosophies of Minangkabau life**.** In addition, the teacher included local wisdom is not direct such as said *kato pusako* in syllabus but the teacher explained as general meaning from *kato pusako it.*

Furthermore because the teacher did not included local wisdom which said kato pusako minang in syllabus, the teacher explained the meaning of *rumah gadang* carvings from Rumah gadang have a description of the Minang philosophy itself. As illustrating the harmony of Minangkabau people's lives with thir nature. About how daily relationships between individuals and in society and the governance system,

[16]Poftia Agustirti, S.Pd the English teacher at SMKN 1 Payakumbuh

mamak kinship relationships, determination in carrying out the principles of life, togetherness and cohesiveness of the Minangkabau community**.**

In addition in the fourth based competency, the teacher included the local wisdom was not direct such as said like *kato pusako* in syllabus but contains the meaning from syllabus itself.

Furthermore based on interview result in five based competency, the teacher included the local wisdom after she explained to students about announcement. Here, the teacher said about *kato pusako* on syllabus like *takajuik urang tagampa awaq. Kaba baiak bahimbauan, kaba buruak bahambauan.* Here, the teacher said about how delivered good announcement to the students.

In addition, the teacher included the local wisdom when she closed the lesson. The teacher said she included the local wisdom with said to students do not be wrong to give announcement to the other people, we must wary to anything, we must appreciate to the other people. The aimed that the teacher included when she closed the lesson was the students can memoryze about the culture that they live especially Minangkabau.

In addition based on the interview result, in the sixth based competency the teacher said that she did not included the local wisdom because based on the syllabus, the local wisdom was nothing.

Actually, the teacher included the local wisdom in a second meeting in each based competency because the based on result interview the teacher said that in a first meeting actually for introduction to students the teacher said then in a third meeting was for did exercises for individu and a groups.

B. Discussion

Teacher implementation syllabus which contains local wisdom were analyzed to develop the character at the students. This research has found various way that the teacher used in implmentation local wisdom. There are from introduction by using motivation to the students or before start the lesson the teacher gave the adviced to students. Not only the introduction that the teacher gave advice to the students but also the other activity the teacher adviced. The local widom that the teacher toke not directly such as said *kato pusako* but with delivered *ihklas* in a work.

The first observation, the teacher deliver *kato pusako tagak suku paga suku, tagak kampuang, paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso,* through the verb that the teacher gave to students. The teacher asked to the students how to include the local wisdom to verb. the teacher deliver the local wisdom through the verb with example the verb help. How we help our parents guru explained it, our habit to help the other people.

The second obervation, the teacher deliver *kato pusako tagak suku paga suku, tagak kampuang, paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso* through asked to the students how to included through verb, it is almost same with the first observation but the different was the teacher included the local wisdom by two sentence; for instance the teacher said to the students how we related *tagak suku paga suku* with the verb play. Through the questions from teacher, which one of the students in

the classroom answered it like "*jangan membedakan suku saat bermain"*[17] after the students answer it the teacher explained the meaning of the local wisdom it. Then, the teacher included again the local wisdom through gived example "what the people did when they plays football? The first is hit, the way to hit, and many others, for instance is *tagak suku paga suku, kamu bermain jangan emosional yang ditinggikan*

The teacher included local wisdom is to make the students more perfectly in a character. The teacher hope that after the students learned with contained local wisdom it can wide their knowledge about the local wisdom that they was learned by the the syllabus in the school.

In addition, based on interview the teacher included the local wisdom in a various way like introduction to the students, in a core activity, and in concluded the lesson.

[17] Mrs. Elviyantri S.Pd the teacher of english in SMKN 1 Payakumbuh who teaches at major otkp

BAB V

CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion dealing with the teachers implementation syllabus which contains local wisdom

A. Conclusion

The purpose of this research is to know how the teacher implement syllabus which contains local wisdom. based on research question about how the teacher implementation syllabus which contains local wisdom at x grade SMKN 1 Payakumbuh. The teacher implement syllabus which contains local wisdom in various way. The teacher includes the local wisdom in English lesson can be in the first that the teacher come to the class, when the teacher begin to open the lesson, through advice, through the teacher give exercises to the students, through the character, through the teacher explain the subject to lesson, and through the teacher concluded the lesson.

In addition, the teacher implement local wisdom in processing of teaching is direct and indirect such as with said direct *kato Pusako Tagak suku paga suku, Tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso.* Indirect that the teacher included local wisdom such as with gived advice to the students such as *ikhlas* because the values by the kato pusako not only *Tagak suku paga suku, Tagak kampuang paga kampuang, tagak nagari paga nagari, tagak bangso paga bangso,* but also *patriotisme, Nasionalisme, ikhlas, pemaaf, berjiwa besar*.

Furthermore, through included the local in processing of teaching from teacher to students, it can make knowledge the students to their culture increased and they can pretend the culture their ancestor for generation to generation. Through included loval wisdom in a lesson, the students can know how to manage their self until did not came to forbidden their life.

In conclusion, the teacher implementation syllabus which contains local wisdom in the first that the techer begin to start the lesson, the middle of the lesson, and in conclusion in processing of teaching.

B. Sugesstion

Based on the result of the result of the research, it was found that some problem which happened in looking for teacher implementation syllabus which contains local wisdom for x grade at SMKN 1 Payakumbuh. The researcher would like to suggest as follow:

1. It is expected that the teacher can increase the way to implement the local wisdom in a lesson
2. It is expected that the teacher really understand about the local wisdom to deliver the students and relate to focus in a lesson
3. Since this is only a beginning research, so it still need more revision and following up discusion
4. It is hoped to the next researcher to do the research in other setting to have variation research as the researcher assumes that this research is conducted in different place. It will give different result.

REFERENCES

Suyono, *Implementasi Belajar dan Pembelajaran*, 2015. (Bandung: Pt.Remaja Rosdakarya),

The Purposes of a Syllabus Jay Parkes and Mary B. Harris article

Skripsi implementasi silabus dalam penerapan materi pelajaran pendidikan kursus tamtama musik oleh departemen jahrillurja di pusdikajen lembang

Triyanto, Art Education Based on Local Wisdom

Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge University Press, 2011)

L.R Gay, *Educational Research Competencies for Analysis and Application, (Singapore: Merril, 1990)*

Sumadi Suryabrata, *Metdologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2011

Sugiyono, *Metodologi Penelitian Kuantitatif kualititaif R&D, (Bandung: Alpabeta, 2010)*

Drs, S, Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Rineka Cipta, 2007) cet, ke-6

Sugiyono, *Metode Penelitian Pendidikan Kuantitaif, Kualitatif, R & D,* (Bandung: Alfabeta, 2009

Mrs. Elviyantri S.Pd the teacher of english in SMKN 1 Payakumbuh who teach at major otkp

Poftia Agustirti, S.Pd the English teacher at SMKN 1 Payakumbuh