

DEVELOPING ALCON-PRO FOR ENGLISH TEACHING AND LEARNING AT SMAN 1 SINGKAWANG

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Abstract: This research is aimed at developing “ALCon-Pro”. It is a teaching method to develop authentic local content integrated with Project Based Learning (PBL) in English teaching and learning process based on the implementation of Curriculum 2013. The research is conducted in Instructional System Design (ISD) which adapts ADDIE model by McGriff (2000). The research was conducted at SMAN 1 Singkawang and 21 students in grade X Science participated for the research. The research follows five phases in developing ALCon-Pro: analyzing the need, designing the draft, developing the method and activities, implementing the method, and evaluating the method. The implementation resulted that ALCon-Pro method can be used for English teaching and learning inside or outside the classroom. In evaluation phase, the SME and local content experts validate the usability and feasibility of the product as a method of English teaching and learning.

Key words: *ALCon-Pro, Project Based Learning, Teaching and Learning.*

Abstrak: Penelitian ini bertujuan untuk mengembangkan “ALCon-Pro”, metode pengajaran yang mengembangkan muatan lokal yang otentik terintegrasi dengan pembelajaran berbasis proyek (PBL) dalam proses pembelajaran bahasa Inggris berdasarkan implementasi Kurikulum 2013. Penelitian ini menggunakan desain sistem instruksional (ISD) yang mengadaptasi model ADDIE oleh McGriff (2000) yang dilaksanakan di SMAN 1 Singkawang. Ada 21 siswa dari kelas X MIA sebagai subjek penelitian. Penelitian ini menggunakan lima fase dalam mengembangkan metode ALCon-Pro sebagai metode pengajaran dan pembelajaran; menganalisis keperluan kegiatan pembelajaran siswa dan analisis konten, mendisain draf, mengembangkan, mengimplementasi dan mengevaluasi metode. Pada tahap implementasi menghasilkan bahwa metode ALCon-Pro dapat digunakan untuk pengajaran dan pembelajaran bahasa Inggris di dalam dan di luar kelas. Pada fase evaluasi, ahli materi pembelajaran dan ahli muatan lokal memvalidasi dan mengesahkan bahwa metode ALCon-Pro dapat digunakan sebagai metode pengajaran dan pembelajaran bahasa Inggris.

Kata Kunci: *ALCon-Pro, Pembelajaran Berbasis Proyek, Pengajaran dan Pembelajaran.*

Language teaching develops from time to time as society develops for local and global needs in gaining the latest information and technology up-dates for better human resources. Historically, language teaching was characterized by a search for more effective ways of teaching foreign languages. By the nineteenth century, the Grammar Translation Method in 1840s dominated European and foreign language teaching until Communicative and Collaborative Languages Teaching (CLT) approaches in the post-methods era dominate the methodology of English language teaching (Richard & Rodgers, 2001). The development of technology also reflects into the curriculum design and syllabus in language teaching in 21st century curriculum. As curriculum refers to the overall plan and design for a course and how the content for a course is transformed into a blueprint for teaching and learning to achieve desired learning outcomes (Richards, 2013, p. 6).

Recently, the Indonesian government declared an educational reform in educational curriculum which is known as Curriculum 2013 with a new paradigm in teaching and learning. It develops scientific approaches in the purpose of increasing the quality of educational system in Indonesia which is reflected in the Regulation of Republic of Indonesia Government Number 32 Year 2013 about the Amendment on Government Regulation Number 19 Year 2005 about National Education Standard (BSNP, 2013). One of the reformations is the improvement of mind-setting in educational paradigm with ethics and aesthetics skill. For decades, educational system in Indonesia focuses on the intellectuality more than morality, fulfill the market and industry competition instead of developing character value and local content, and it is also busy in searching for funds and profit than encouraging authentic knowledge (BSNP, 2013).

Besides, the curriculum and syllabus including English subject have been changed five times in the last forty years as the efforts for improving the students' knowledge and competencies. For years, the results of English teaching and learning at senior high school has not been considered satisfying by teachers, parents, and educational institutions as well as the university lectures by seeing the fact that most senior high school graduates neither could use their English for reading the scientific books nor communicate orally. This reveals that the school curriculum revision and improvement are not sufficient without being accompanied with improvement of teachers' teaching skills and without having instructional materials which are compatible with the needs and the characteristics of the students. Appropriate instructional materials in a lesson plan, therefore, play an important role for teachers professionalism match with students' learning achievement.

Unfortunately, many English teachers tend to imitate and even copy a "ready to be served" lesson plan provided by the former teachers from other schools (which have different school curriculum) or by the book publisher (the book itself is used in teaching materials) without considering student's character and interest. One of the reasons is a limited time for preparing appropriate lesson plan for the whole classes in one semester. Another problem is with the tasks that they are not situated in a specific learning context, even though one of the main

objectives of adaptation is to make the materials of more value to the students using them.

In line with this, from the pre-observation conducted, even the learning process in student-centered, some students still find the teaching and learning of English repetitive, uninteresting and lack enthusiasm to learn the language. The students have low participation in asking and answering questions during English teaching and learning activity, less involvement in collaboration with the team, and low motivation in completing the tasks, even for an only one simple task. In the positive side, however, students have high intention in local contents (culture, art, culinary, tourism spots) and aware on what happens in their environments. It can be seen from their interest and talents in participating in Art Week Festival which is conducted annually in their school, SMAN 1 Singkawang. Not only those indications, they are also interested in applying gadgets in their daily activities and they are challenged to use technology in their learning. In advantage as teenagers, they are enthusiastic to be exist in showing their self-performance in video and then upload it in Youtube or other social media.

Based on the research background above, it is in need to look for an alternative way to overcome the problem encouraging English learning skills, self-confidence, and English proficiency which can be collaborated with technology applications for students' interests. One of the scientific approaches that can be used to overcome those problems is in integrating authentic local content and Project Based Learning (PBL) into English teaching and learning activities to encourage students' to be active, creative, and productive based on their schemata or their previous knowledge about their local environment. Therefore, this research develops ALCon-Pro, a set of teaching method in a form of teacher's guide and lesson plan to give the instructional media and materials for students' video project. It developed authentic local content (local arts, indigenous cultures, culinary, and natural resources) integrated with Project Based Learning (PBL) in English teaching and learning process based on the implementation of Curriculum 2013.

According to the theory of learning, the behaviorist thinkers including Thorndike, Pavlov, and Skinner have hypothesized that learning is a change in observable behaviour caused by external stimuli in the environment. In behaviourist theory, change in behaviour demonstrates some learning (Reeves, 2012). Meanwhile, John Dewey in his theory on "*Learning by doing*" reveals the involvement of learners' activity would create comprehension in their learning. A central concept of constructivist theory is the notion that learners build and create meaning with the language by applying and restructuring their existing knowledge as new idea arise (Simpson, 2011:27). In addition, Vygotsky (1978) also as sociocultural constructivist, believes that peer interaction was an essential part of the learning process. When a student is in this zone of proximal development, providing them with the appropriate assistance and tools, which he referred to as scaffolding, gives the student what they need to accomplish the new task or skill. Eventually, the scaffolding can be removed and the student will be able to complete the task independently (Cherry, 2013).

RESEARCH METHOD

In developing ALCon-Pro as a final product of this research, the researcher adapted ADDIE model by McGriff S.J (2000) as iterative design process, where the results of the formative evaluation of each phase may lead the instructional designer back to any previous phase.

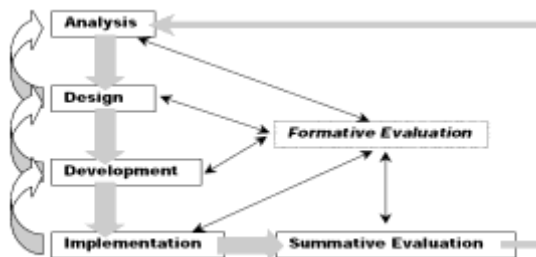


Figure 1.
The Procedure in Designing ADDIE Model (McGriff, 2000)

There were twenty one students out of 105 population of grade X Sciences as the subjects of the research. The research was conducted in SMAN 1 Singkawang academic year 2013-2014, and they were selected by stratified random sampling. The subjects were divided into three stages; a group of seven students in X Science 1 as the pilot instruction of ALCon-Pro, and two groups of each class of X Science 2 and X Science 3 in try-out after revision in the pilot class. The data of those subjects were aimed to get their explicit and implicit feedback of the instructional activity in ALCon-Pro.

In collecting the data, the technology-based project required students to work collaboratively. There were three groups (a group of seven members) in each class of X Science 1, 2, and 3 (for the pilot and try-out sampling) represent their big final projects in completing English lesson. Students were asked to form their teams on a voluntary basis. After introducing the theme of the project, students observed a preliminary project as a sample of their final project. Every group of students interpreted the theme and decide how they would present their ideas on the video projects. Each group had five weeks to work on their final project before performing or presenting their video project in class. During each meeting in the classroom, each group were guided by sequences of learning activities or procedures. After their presentation, each group were interviewed about their project using the guided questions which related to the project theme, purposes, process of recording, video editing applications they used, students' satisfaction with the presentation, and obstacles in doing the project. For reliability purposes, the translated data were double checked and corrected by the researcher.

In analyzing data, the researcher uses qualitative descriptive technique based on the ADDIE procedures. They were divided into two steps; the students' learning activity observation in implementation of ALCon-Pro, and the experts' validation in summative evaluation. Since the teaching methods using project based integrate with authentic learning materials, the criteria of observation was

defined into two categories; the observation during the process of learning in the classroom and the project result. The students were observed and evaluated by authentic assessments, open-ended questions, peer-assessment, and portfolios. In monitoring students' progress in their learning experiences, the researcher used a project diary, behavior observation assessment, and self-evaluation and character value evaluation. A descriptive analysis was used to analyze the data from the experts by reviewing experts' validation notes, consist of content, construction, and assessment features. There were two experts evaluated the ALCon-Pro; the subject matter expert (SME) and Local content expert. Those experts evaluated the usability of the product in teaching and learning of English classroom.

FINDINGS AND DISCUSSION

As mentioned previously, the ADDIE concept is applied to instructional systems design for constructing performance-based learning. There were five phases on ADDIE model by McGriff S.J (2000); Analysis, Design, Development, Implementation, and Evaluation.

Prior Data to Research

Based on the prior observation, there were several data to be analyzed. The Need analysis included learner analysis, pre-requisite skills, task analysis of the instructional media, and condition analysis toward English learning (Pribadi, 2009:129). In Content analysis consisted with Curriculum (K-13) and syllabus analysis, school curriculum, and the local government needs. In the Design phase, it considered literature review of learning and language theory approaches. This phase was also the first draft of designing ALCon-Pro method of English teaching. The Development phase, the data which were drafted in design phase developed into a lesson plan. The format of lesson plan must be appropriate with K-13 learning procedure consisted with observing, questioning, exploring, associating, and communicating. All of the materials and method were then implemented in the Try-out session in three different classes. This phase was aimed to get students' responds or feedback of the new authentic method. In the final phase, the ALCon-Pro was evaluated by Subject Matter expert and Local Content expert to get the expert opinion on the usability and feasibility of ALCon-Pro strategy in English teaching and learning.

Analysis

The Analysis phase considers two main frames which include the need analysis and content analysis. The need analysis includes learner analysis, pre-requisite skills, task analysis of the instructional media, and condition analysis toward English learning (Pribadi, 2009:129). For the content analysis, it is considered to the curriculum (K-13) and syllabus analysis, school curriculum, and the local government needs. The observation (literature and field-note) and semi-structured interview were conducted to gain the information of students' need and gap in learning English Language.

In need analysis, it showed from the questionnaires that the average age of the students were 15-16 years old and most of them were born in Singkawang

city, just a few of them from out of town. Most of them familiar with the tourism places, indigenous cultures, and famous restaurants which served special culinary in their city. These data are needed to analyze students' condition for their interest in local content materials. The beneficiary of being teenagers, they were familiar and fond with technological gadgets. Based on informal interview for the task analysis of the instructional media, most of them had cellphones with at least video camera and audio recording application, and internet access which could be used all the time they want. As the advantageous of the cellphone's application they used them for internet searching of the data, playing games, interacting in social media, and so on. Some of them also had cameras with the high resolution for the professional photography. These applications were needed in the implementation phase.

In addition, they were eager in applying the technology in their learning. The researcher found out that some students who couldn't speak English very well but have other skills, such as ability in operating technological gadget and video editing. They were familiar in download and upload files or materials concerning their lessons. Some of them had learnt video editing application, such as Microsoft Movie Maker, iOS, Adobe Premier Pro CS4, Adobe After Effect CS4, Podcast, Audacity, etc. This ability was important for supporting the implementation phase and it would be very advantageous for their group in creating video project of ALCon-Pro.

Based on the questionnaire, some of the students had experienced project based learning method in the previous semester (odd semester) in Art and Culture subject and Biology subject. They would rather doing the task in the group than doing it alone because they could do it faster and cooperatively. However, they rarely got any feedback from the teacher and their friends because the time limit of the date-line. So, it was impossible to make any revision for their final product. Fortunately, they could get new experiences in doing the project for the future task. The other requirement for creating the short video that the students were willing to work in group, because in applying Project based learning method most of the activities are on the group works and conducting social interaction (survey the places or interview the local people). It was also need that the students apply High order thinking (HOT) ability in cognitive domain to learn the ideas and new concepts of their lesson.

In content analysis is consisted with two subjects; the learning materials and learning activities. The Regulation of Minister of Education and Culture number 79 year 2014 about Local Content in Curriculum 2013 Article 2(2) stated that the purpose of learning local content is to prepare the learners in affective competency, cognitive and psychometric skills which are needed to (a) know and love the natural, social, culture, and spiritual in their environment, and (b) conserve and develop the local wisdom benefit for the learner himself and his environment in enhancing national development (Kemdikbud, 2014). However, in this regulation there is no specific subject mentioned for Local Content (Mulok). The Local Content is integrated with Compulsory Subject B (Art subject, Physical and Health subject, and Creativity subject). The Local content itself is decided by

the school with the agreement of school committee and the local government based on the local culture and local wisdom in that district/province.

In Curriculum 2013, there are four Core Competences comprise in spiritual competence (KI-1), behavior competence (KI-2), cognitive competence (KI-3), and skill competence (KI-4). Those competences must be thought and learned by the students through basic competences in direct and indirect learning modes. In direct learning process, the teacher developed the basic competence 3 and 4 (KD-3 and KD-4) to enhance students' knowledge, critical thinking, and psychomotoric ability through direct learning that gives instructional effect. Meanwhile, the nurturing effect was developed in basic competence 1 and 2 (KD-1 and KD-2). Both of instructional and nurturing effects would give the new concept of learning experiences not only for students but also for teachers. Consequently, the learning materials and learning approaches must be linier with learning topic in syllabus of Curriculum 2013. As the materials of learning in genre-based texts, the researcher found out that the text which was closely authentic with students local environment is about Describing people, tourist places, and historical buildings. This topic was chosen as it is appropriate with authentic materials in the students' local environment in Singkawang as the tourism city.

Design

There were two basically approaches in designing the new strategy in teaching foreign language; the theory of language and the theory of learning. The first overview was in theory of language. Language is viewed as a vehicle for communicating meanings and messages. Even though, ALCon-Pro is primarily motivated by the theory of learning rather than the theory of language, it was gained by the compilation of a sequence learning tasks in acquiring English as a foreign language. Some of Communicative language approaches underlie the theory of language which have some of the characteristics; (1) language is a system for expression of meaning, (2) the primary function of language is to allow interaction and communication, (3) the structure of language reflects its functional and communicative uses, and (4) the primarily units of language are not merely its grammatical and structural features, but rather in functional and communicative meaning (Richard & Rodgers, 2001:161). These characteristics are in line with the objectives of the ALCon-Pro learning design that focus in using the authentic materials to acquire English language in communication. The local content as authentic materials were already exists in students' environment. The students need to explore and expose the local contents in their environment by reading, searching, and writing the text and dialog script on their video project.

The second overview is the constructivism theory of authentic learning. It focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, and participation in virtual communities of practice (Lombardi, 2007: 2). In ALCon-Pro design, the researcher integrated the authentic learning concepts with Project based learning strategy that construct new information with the existing knowledge and experiences they already had in their environment. This activity could be seen in the third and fourth meeting

where the students in their group recorded their activities in the real world situation but still in role-playing language learning process. This is also in line with Solomon (2003) that students work collaboratively to solve problems which are “authentic, curriculum-based, and often interdisciplinary (Simpson, 2011).

Based on the need and content analysis from the previous phase, the researcher then designed the learning activities appropriate with the learning objectives in language approaches and student’s needs. The learning objectives were determined from the Basic Competences in K-13 syllabus. The learning procedure was arranged in ALCon-Pro learning procedures in teacher’s manual. There were six meetings in doing ALCon-Pro video project, and there was only 90 minutes (2 x 45 minutes) available in every meeting. So, the learning activities must be arranged systematically in order not to waste those limited time. The learning scenario was arranged in lesson plan of Curriculum 2013 version in the development phase.

After designing the learning objectives and activities, there also need to design the appropriate assessment for the project. There were two kinds of evaluation in assessing students’ learning outcomes; the process and product. The role-play, observation, self-assessment, pair assessment, presentation and group-work assessment are some of the authentic assessments in evaluating students’ progress in learning English, then the presentation and video project in artefacts could be evaluated as the product of Project based learning. Those assessments rubrics could be seen in the ALCon-Pro lesson plan.

The principle of Project based learning is based on the students-centered. But, it does not mean the teacher roles is just as an instructor or giving command without giving explanation. Instead, he/she is demanded to be a facilitator in the teaching and learning process. The teacher has ability in teaching groups and create a cozy atmosphere; ensure that before it started, each group has had a member in charge of reading material, while a friend - the friend to listen, and a member assigned to record important information throughout the course of the discussion; provide material or information at the right time, in accordance with the development of the group; ensure that each group session ended with self-evaluation; Keeping the group continues to focus on achieving the goal.

In addition, the teacher must monitor the discussions and make notes about the various issues that arise in the process of learning, and teaching in order to continue the learning process. With the aim that every stage of the learning process is not by past or ignored, so that each step is done in the proper order. Then, he/she encourage student motivation to maintain the element of challenge in the completion of tasks and also maintain to push the lesson out of trouble. Guide the learning process by asking the right questions at the right time, in depth about various concepts, ideas, explanations, viewpoint, etc. The most important role for student’s achievement report, the teacher can evaluate learning activities including student participation in group process. Teacher needs to ensure that every student is involved in the process group and a variety of thoughts and views. For applying ALCon-Pro teaching, he/she must be familiar with internet, and aware on students’ multiple intelligences.

The primary role of the learner is to be a member of a group who must work collaboratively on the project with other group members. Students have also to learn teamwork skills, to be directors of their own learning, using the ability to ask and think; conduct a simple research; and learn the ideas and new concepts. Students are demanded to manage the time well due the limited time available, apply learning through action, conduct social interaction (interviews, surveys, observation, etc.). In applying the ALCon-Pro project, students must fond in gadgets and web application for their learning activities, and fluency in English minimum in Novice level. After learning English using the ALCon-Pro, it was expected that students not only have worth full experiences in speaking English but also enhance their ability in managing a project well.

For the role of instructional materials use authentic local content, most of the materials were adapted from students' environment. Richard (2001: 215) recommends that a rich variety of materials types be identified and used with the central concern being the notion that materials are 'authentic'. These instructional materials have a role as realia in learning English. The materials can be formed in newspaper, tourist guidebooks, radio, TV broadcasts, and internet. Whereas, the students' textbooks which was provided by the government as the pedagogic materials and references for lexicogrammatical or linguistics learning. But for the materials enrichments, the researcher provided some descriptive texts consist of the local contents about Singkawang. It included the tourism spots, the local culinary, cultures or ethnics, and the religious events in Singkawang city.

These instructional and nurturing effects could be achieved when they applied their project as it targets a real problem and that students' engagement holds the possibility of having an impact outside the classroom, such as to be a journalist or reporter when they interviewed the sources, or to be a movie director as they created the movie project.

In designing the learning activity and media, the researcher provided interesting activities integrate with technology approaches which the students need. It could be seen in the first and the fifth meeting in displaying the video project with LCD projector, and using audio and video recorder in their own gadgets or cellphones in the third and fourth meeting. The learning activities consisted of authentic learning activities which is suggested by Audrey Rule involves real-world problems and that mimics the work of professionals that involves presentation of findings to audiences beyond the classroom; use of open-ended inquiry, thinking skills and metacognition (Rule, 2006). The use of technology applications such as recording and editing videos with Movie Maker, Adobe Premiers, or U-Lead supported the process of implementing the project easily.

Development

Based on the learning objectives and specific competences in the design stage, the next step is developing the learning materials, activities, and evaluation instruments in ALCon-Pro lesson plan. The process of development was then tried out in several students in three different class in implementation phase.

Most of the learning materials in ALCon-Pro provided in this study were in authentic materials which easily found in students environment. In developing the learning materials, this research referred to the learning topic in K-13 English subject syllabus in the third Basic Competence (KD. 3/ Cognitive Competence) and linearly match with the fourth Basic Competence (KD. 4/ Skill Competence). The concept of the materials was in genre-based consist with three elements; social function, generic structures, and lexicogrammatical.

Consequently, the learning materials must be linier with learning topic in syllabus of Curriculum 2013. The researcher chose 3.7, 4.8, 4.9, and 4.10 of Basic Competence in English subject Syllabus which topic is about Describing people, tourist places, and historical buildings. This topic was chosen as it is appropriate as authentic materials in the students' local environment in Singkawang as the tourism city. To make them more challenging, those descriptive texts must be transformed into dialog scripts that students could play role on them. In developing this materials, students in their group searched their own sources from internets, colleagues, or even from the native local people in the spots to get accurate data and information.

In developing learning activities, the researcher included the focus group discussion (FGD) and implementation process in producing the lesson plan. It was because the instructional strategies implemented in every meetings must be suitable for the students in English learning. The process of developing a lesson plan was illustrated in clock-wise direction (Figure 2).



Figure 2.
Developing Process of ALCon-Pro Learning Procedure in the Lesson Plan

The researcher arranged the learning activities in systematic procedures (observing, asking, exploring, associating, and communicating) which is recommended in Curriculum 2013 in a lesson plan. The important part of developing learning activity is how to assess student's achievement. Since ALCon-Pro used the authentic learning and authentic materials, the evaluation was also using authentic assessment. There were observation in group activity, self-assessment, pair assessment, diary and learning journals in assessing students' behavior. For cognitive ability, the researcher provided speaking rubrics and writing Descriptive text rubric. In accomplishing the project, portfolios,

video project rubrics and group presentation were the tools in assessing the students' skills of learning the language.

Further, the implementation process involved in this phase. The pilot class (X Science 1) implemented the first lesson plan to determine whether the scenarios could be added, changed, or omitted for better learning procedures. Then, if the learning activities needed to be revised, the developments proceed to the first trial class (X Science 2). This class applied the same activity as the pilot class with revision. The second try-out (X Science 3) also implemented the same activity. This second trial aimed to convince that the learning scenario was able to be implemented for any students in different classroom.

In addition, the researcher had also discussed the ALCon-Pro lesson plan with some of colleagues in focus group discussion in Singkawang (MGMP Bahasa Inggris in Singkawang Municipality), K-13 short-course in Pontianak, and the 2nd ELTeaM International conference 2014 in November 2014. Some of the participants were satisfied and gave positive responds with the plan and project result. They also asked the procedures and assessment in doing the project. One of them asked about the instructional consideration by giving the big project for teens in a mass without teacher's supervision. But, as long as the teacher gave the correct instructions and mutual agreements between teacher and students in the beginning, those problems could be solved well.

In assessing behavior, the researcher extended the authentic evaluation in self-assessment, pair assessment, and observation format. The assessment criteria was about students' loyalty, responsibility, corporative, discipline, self-confidence, etc. The assessment scale used the adverbial of time (always, often, sometimes, and rarely) criteria in the rubric. For cognitive evaluation, the researcher added the descriptive writing rubrics and speaking rubrics. While the skill assessment, teacher could use portfolios, project and product, and presentation rubrics. Even though the learning assessments seemed overloaded evaluations, those authentic assessments could be adjusted for students' need.

Implementation

There were six meetings of learning activities were done in implementation phase. Each meeting represented the Project based learning steps; (1) Start with the essential questions, (2) Design the project plan, (3) Create the schedule, (4) Monitoring, (5) Assess the outcome, (6) Evaluate the experiences. It conducted three phases of activity (introduction, main, and closing) added with five taxonomy in skill of learning in the main activities (observing, asking, exploring, associating, and communicating). However, if it was impossible to act all the phase in one meeting, those sequences of learning phase could be adjusted.

The first meeting of implementation phase was first conducted in pilot class. This phase of learning referred to the first step of Project based learning syntax; *starting with the essential questions*. The learning activities consisted with the pre-activity, the main activity, and closing activity were done as it's designed in learning procedures. In pre-activity, the teacher introduced the topic and gave some instructions in warming-up session. The students were grouped based on the random order in counting numbers or their seats. Then, the teacher asked students

to draw the tourism spots, historical building, the city icons, or any famous things about Singkawang based on their experiences. However, when it was implemented in the Try-out 1 class, the activities seemed boring and some students were less motivated participated in the warming-up session. It is in need to make a revision for this situation by adding a quiz to awaken students' attention. This activity was also important to keep the students stay in line with teacher's instructions. Ensuring this procedures, this activity was also implemented in the Try-out 2 but the different responds occurred when students drew the pictures and answered questions given. All of the students were more motivated and participated actively in the quiz.

During the second meeting, students and teacher were demanded to *design the project plan*. There were two activities to be managed in the meeting; discussing the plan and writing the descriptive text. The teacher asked students to discuss the project draft including tourism objects, and the role of each members in the project. In the pilot class, the researcher did not provide the hand-out of authentic local content material in the pilot class because the topic material about Descriptive texts were available in students' book, and the teacher could adapt the text with authentic local content around students' live. However in Try-out 1 class, along with Try-out 2 class, the researcher added slides of presentation with a hand-out of a descriptive text with picture about "Pasir Panjang Beach". This additional material motivated students in writing descriptive text about the place they are familiar with around the city. In writing descriptive text, teacher assigned students to find information about the place of their project in the extended task. They could search or explore those information from internet, magazines, newspaper, or even to the local citizen. In the classroom activity, teacher guided them to rewrite the information according to the generic structures and lexicogrammatical of Descriptive text. In assessing this activity, teacher used the classroom observation rubrics and group work activity to evaluate the Behaviour assessment. While Cognitive assessment, she/he used Descriptive text rubrics (in Lesson plan attachments).

During the discussing session, some students asked about the video project that they were doing. They were curious and hesitate, especially on the video and audio editing application which they never used. In this case, teacher introduced some application that could be used, such as; Audacity or other Podcast application for audio editing, Movie Maker, Adobe Premiers, After Effect, or U-Lead in editing the video scenario. But, before this happened, teacher must prepare or at least have the prior knowledge on those application. If he/she did not, she could facilitate and guide students in internet assistances.

The third week of the meeting, students with the teacher *create a schedule* for the video shooting and the deciding the date-line of their presentation. This step could also be conducted earlier before the third meeting to manage the time limit. In this part of the meeting, students once again observed their last task about Descriptive text about the tourism objects or any cultural contents in their city. Then, this descriptive text were paraphrased into dialog form in the text script. During the task, they could imitate or play role as the host, cameraman, property, or even a director in the television program. The researcher found out

that this activity was the favorite activity of the project. Each students in the group played their role and participated actively to give their best performances.

After three weeks of project assignment launched, students had also managed their group in arranging their own schedule, it was also the time to find out their feedback or teacher's *monitoring of the project*. In the pre-activity of the fourth meeting, teacher reviewed their prior knowledge and motivated them to keep doing their project. For the main activity, students made in pair with the other group members to create a dialog about their team project. Each of them asked any information about the project they were doing. Teacher gave driving questions to ease them for doing the task. Students then associated their English learning by rehearsing this activity before recording their conversation in their gadget or cellphone. This activity needed teacher's supervision in case of the misspelling or grammar mistakes, while assessing their class activity. Some of them asked about the right spelling or the expression in English. In teacher's observation, all of the participants were actively involved with this activity. Their voice records were submitted in a folder of classroom artifacts or portfolio.

This was the time that all waiting for; *assessing the outcome*. Teacher and students prepare all the equipment that they need in the fifth meeting as it's scheduled. There were two tasks in this main activity; presenting the project and giving feedback. Each team must present their project according to the topic or theme they had chosen while the other team observed and evaluate the presented team based on their performances. The evaluation criteria included their speaking performance in English, the creative slides of presentation, and the storyboard. Even though the evaluation needed an expert or the professional video maker to assess the project, students might use this opportunity to give their opinion as if they were professional one. This authentic learning was also one of the basic learning objective in ALCon-Pro teaching method. In the pilot class, when the first team was performing their project, all of the students listened and watched the video enthusiastically. However, when teacher asked their opinion about the team's performance orally, only few of them gave the feedback. The researcher found out that they were afraid and hesitate to give their opinion because of the lack of English vocabulary and psychology effect of their friendship. The teacher then change this step into anonymous written feedback. Students were demanded to write down their critiques and suggestion into a piece of paper and submitted after the team presentation.

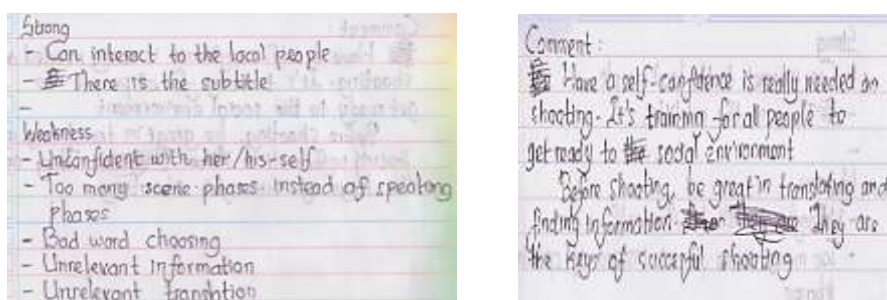
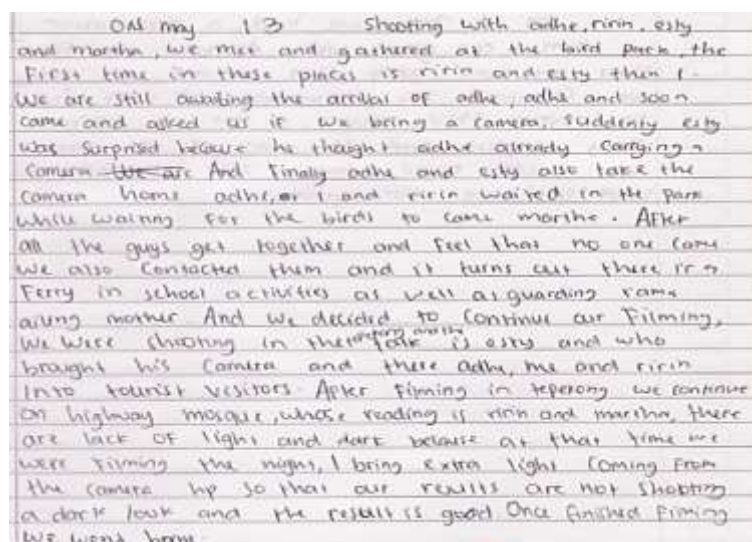


Figure 3.
Student's comment on other team presentation

These indicated that they were able to express their opinion in English minimum in Novice level. This activity was also implemented in the Try-out 1 and Try-out 2 class. In Try-out 1 class, the team presented a satisfying performance, while in Try-out 2 class one of the team presented a satisfying video project quality, not only showed the good performance in front of the audience but also their video presentation.

In the final meeting (the sixth meeting), all of the team presented their final product after revision. The video in fifteen minutes duration consist of the description of the local tourism spots or culture in Singkawang. Surprisingly, the students could create a creative video project with their team. With the additional video editing application, they could implement the linguistic learning into enjoyable learning activity in the classroom. The team in pilot class had created additional local language in their video. They put a native Singkawang language in one scene and gave English subtitle during the speaking. This initiative should be appreciated by the teacher as presenting indigenous language in authentic local content for English learning. Meanwhile, the Try-out 1 and Try-out 2 class performed in sophisticated video project by adding the music and editing application. The researcher figure out that some of the students who used to be quite and passively act during English learning in the classroom were good in acting and speaking English in the video. This indicated that the project based learning in English classroom could improve students' creativity in learning.

In the closing activity, *evaluate the experiences*, all of the teams submitted the videos and the artifacts of the project including the diary. The purpose of writing diary was to encourage and monitor students' activity outside the classroom teaching. Teacher would know students feelings and problem in doing the project. This final step aimed to evaluate the experience they through during the project. One of the students in the pilot class expressed her experience during the project in the diary (Figure 4);



On May 13 Shooting with adhe, rin, esty and morsha, we met and gathered at the bird park, the first time in these places is rin and esty then I. We are still waiting the arrival of adhe, adhe and soon came and asked us if we bring a camera. Suddenly esty was surprised because he thought adhe already carrying a camera. ~~then~~ And finally adhe and esty also take the camera home. adhe, rin and rin waited in the park while waiting for the birds to come morsha. After all the guys get together and feel that no one come. We also contacted them and it turns out there is a ferry in school activities as well as guarding some along morsha. And we decided to continue our filming. We were shooting in the ^{morning} park. I esty and who brought his camera and there adhe, me and rin into tourist visitors. After filming in teperong, we continue on highway mosque, whose reading is rin and morsha, there are lack of light and dark because at that time we were filming the night, I bring extra light coming from the camera hp so that our results are not shooting a dark look and the result is good. Once finished filming we went home.

Figure 4.
Fania's Diary in Pilot Class

Based on the diaries, teacher and students could evaluate their experiences through the project and evaluated students' writing by checking lexical and structures of writing. Even though the topic materials was describing the tourism objects in Singkawang, students wrote their experience in recount text. The recount text had also been discussed in that semester. Teacher then suggested students to upload their video project in internet. To assess this final meeting, teacher used video project rubrics and self-assessment rubric for students.

Evaluation

The last phase of ADDIE model is evaluation. This phase was aimed to get the expert opinion on the usability of ALCon-Pro strategy in English teaching and learning for the grade tenth of senior high school students. There were two experts evaluated the product; the subject matter expert (SME) and the local content expert. The result of expert's evaluation confirmed that ALCon-Pro strategy on teaching and learning English is useable. There were minor revision should be made on it.

The first evaluation, the subject matter expert evaluated the learning material selection. He suggested in the Learning Material Selection that the students' characteristics were made explicitly in the ALCon-Pro guide book. Therefore, the researcher added some characteristics for students' eligibility for doing the project. He also advised that specific learning materials were provided in detail. In learning scenario, he suggested that it was not necessary to implement all five stages of scientific approaches in one meeting based on the new Ministry of Education regulation (Permen). For this, the researcher put some phases in two meetings (meeting 1 and meeting 2) in the further meeting. In addition, the researcher must provide various lexicogrammatical tasks to enrich students' knowledge in producing good texts.

The second evaluation was done by the local content and culture expert. There were seven elements of culture evaluation. He confirmed that all of the aspects could be used in the teaching and learning English with suggestion that it was not only focus in one ethnic, instead it could promote other ethnics (Dayak, Melayu, and other ethnics) for the tourism purposes. In addition, it was expected that the native indigenous language could be performed in the video project.

In conclusion, the authentic local content with the project based learning (ALCon-Pro) strategy in English teaching and learning developed by ADDIE steps (McGriff, 2000) can be applied for senior high school students in grade tenth of Singkawang city based on the need and content analysis, the design of the prototype, the development of the product, the implementation or try-out, and the expert evaluation.

CONCLUSION AND SUGGESTION

Conclusion

There were five phases in developing ALCon-Pro: analyzing the need, designing the draft, developing the method and activities, implementing the method, and evaluating the method. The implementation resulted that ALCon-Pro method is feasible for English teaching and learning inside or outside the

classroom. In evaluation phase, the SME and local content expert validate the usability and feasibility of the product as the method of English teaching and learning. In conclusion, integrating ALCon-Pro or authentic local content materials with authentic learning activities into the project based language learning scenario has an instructional and nurturing effect on the foreign language learners. The students will learn and improve their English skill collaboratively during and after the process of the project.

Suggestion

Based on the research above, it is suggested that (1) ALCon-Pro teaching and learning method can be used as supplementary for the tenth grade and upper grade students in the final semester due to the limited time available, (2) ALCon-Pro needs teacher's creativity in giving the instructional media and technology used especially for demotivated learners, (3) it is also recommended that ALCon-Pro can be applied collaboratively with the other subjects, such as; Bahasa Indonesia, Art and Culture, Social, or even Science subjects, considering the efficiency of the time and effort that students consumed.

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