

INTEGRATING LOCAL CONTENT CULTURE THROUGH FOLKTALE AS A LANDMARK IN ELT

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ABSTRACT

The objective of the study to: (1) investigate the development of students' cultural awareness by integrating a folktale as a landmark in the learning process; (2) know the learners' perceive their English language learning toward integrating a folktale as a landmark in the learning process. Culture is the patterns which have explicit and implicit view. The essential view of culture consists of traditional, ideas, values, behavior, and cultural product. Nowadays, Indonesian cultural beyond the imagination to the world in various field. The cultural context that will describe is in educational field. There are three points as the fact which related to the English language learning and teaching process toward the learners. The majority of students lack cultural understanding, especially when it comes to local traditions. Unintentionally, the students misunderstand how culture affects learning. In order for the learner to have a bad attitude about learning culture. For the continued transfer of cultural knowledge, culture and ELT are still taught as a fixed system of formal structures and universal speech functions. In conclusion, this study demonstrates the positive effects of using Indonesian folktales as ELT content at the primary level in Indonesia. The participating teachers are of the opinion that exposing children to the material of such stories will help them learn English more quickly and more easily.

Keywords : Culture, ELT, Folktale, Local content

INTRODUCTION

Culture is the patterns which have explicit and implicit view. The essential view of culture consists of traditional, ideas, values, behavior, and cultural product. Now days, Indonesian cultural beyond the imagination to the world in various field. The symbolism that makes it happen. The national motto or symbolism that translated are "unity and diversity". Thereby in analyzing the description above, it should be considered in the cultural context. The cultural context that will describe is in educational field. The most overview for

considering that is in the fact in several point by having observation in a institution or education level such in junior high school or senior high school.

In this paper, there are three points as the fact which related to the English language learning and teaching process toward the learners. Mostly, the learners lack of cultural awareness, particularly in tradition culture as a local culture. Accidentally, the learners miss understand to the cultural in learning. So that the learner have negative attitude toward culture in learning, such ignore the custom and tradition in the real life. The phenomenon under discussion that appear from the fact, because of in the Indonesian context, the government have a vision to preserve local culture content as a strategy of global culture.

Culture and globalization are inseparable. As a result, for many different contexts in education, learners' appreciation of culture is still quite low. Explore the underlying assumptions, which are frequently unconscious but actually shape how learners perceive, think, and feel, in order to better understand the culture and understand the learners' values and behavior.

Such presumptions are learnt reactions that first appeared as values that were professed. However, once a value inspires an action and that activity starts to address the issue that initially motivated it, the value progressively evolves into an underlying presumption about how things actually are. The assumption fades from consciousness as it becomes more and more taken for granted. In order to help the students understand cultural knowledge, the teacher drills the cultural aspects of values, norms, and conduct during the teaching process. In order to integrate the students' understanding of tradition culture to their learning, the teacher incorporates local content culture into their English lessons by using a folktale.

METHOD

This research is a literature review. According to Hasibun, Zainal A. (2007), the literature review contains a description of the theory, findings and other materials obtained from reference materials to be used as the basis for research activities. The description in this literature review is directed to develop a framework that explains the problem solving that has been described previously in the problem formulation. Literature review which contains reviews, summaries, and thoughts of the author about several library sources (can be articles, books, slides, information from the internet, etc.) The results of research conducted by other researchers can also be included as a comparison of the results of the research that will be tested here.

The data is obtained from various sources of journal articles, one of which is Google Scholar from 2015-2021. Articles and researchers choose their own articles according to the title and abstract, and distinguish them from the objective of the document. Each of the 8 selected journal articles for careful reading of the abstracts, and data analysis of the topics to be discussed and gathering information about Integrating Local Content Culture through Folktale as A Landmark in ELT.

The research methods included in this literature review, using the waterfall method, research hypotheses with regression analysis, research and development methods and descriptive qualitative research methods.

RESULT AND DISCUSSION

Culture and English Language Teaching

Language was still taught as a stable system of formal structures and common speech functions for the transfer of cultural knowledge, according to Kramsch (1995). Only the parts of culture that strengthen and enrich are incorporated. Traditional distinctions between oneself and others are not called into doubt by this. While culture is present in all languages, this situation seems to highlight the fact that cultural knowledge may be transmitted through language. However, using well-known cultural artifacts, like Indonesian folktales, which are used as English language teaching-learning materials, seems to greatly enhance learning and acquiring English language competence in the Indonesian context where English is a foreign language. Biculturalism has been compared to interculturalism as a realistic objective in research (Byram, 1998). This shows that English language learners—especially those for whom English is a second language—are typically expected to study and internalize culture as knowledge rather than as norms and values that are pertinent to their daily lives.

In Indonesia, political interest has frequently centered on the preservation of the native language and culture. The choice to make English the first foreign language in Indonesia (Lauder, 2008) as well as the requirement for all academics and instructors to contribute to the preservation of local culture as expressed in its constitution and policy papers as previously mentioned. Observers in Indonesia have a tendency to see folktales and other traditional literature as tools for creating a national identity based on cultural norms. Local content, particularly in the form of folktales like The Legend of Prambanan Temple, Nyi Roro Kidul - Queen of the Southern Sea Legend from Yogyakarta, or Malin Kundang from West Sumatra, according to Citraningtyas (2012), may aid in the development of national identity and increase students' familiarity with their own cultures. The folktales utilized should be appropriate for the pupils' home country or region. due to the fact that it enhances pupils' cultural knowledge. Since this method is well-liked in Indonesia, it is crucial to comprehend its effects and potency in reaching the objectives of national education.

English Language Learning

In order to apply an intensive English learning program, Indonesia's state of English language learning needs reinforcement. English language study is one method. Because the cultural component is incorporated with the target language, we must to some part adopt the target language's culture when learning a new language. Cause of language can not be separated with the culture. Language as communication is a cultural product. Thus, cultural context as a landmark in English language learning.

By including three courses into its local content curriculum, the government has put into effect the national standards for local content teaching in the sphere of education. The regional transitional arts, the local language, which is the first

language of the vast majority of citizens, and English. The majority of primary schools have decided to teach English as the local content topic out of these three possibilities. However, because it is necessary for any subject taught as a part of the local content curriculum to reflect the regional culture, English language teachers have a tendency to use teaching resources that are contextually appropriate in terms of culture, such as passing along and introducing folktales. The federal government doesn't give schools instructions on how to teach a specific subject. Because of this, curriculum development is based on teachers' individual interpretations of the laws. For instance, this has caused the emphasis on Indonesian folktales as one source of learning materials for the study of English at the primary school level in Yogyakarta. In this situation, every level of education has a textbook to direct the students and make it simple for them to understand the subject, especially English. Related to the folktale debate, for example, in senior high school's class 11 as is customary. There is a chapter that talks about narrative texts, so teachers should put all of the materials in one bundle with a cultural context to inspire their pupils to learn about other cultures. The pupils must respond positively to the culture in order for them to understand it in their daily lives.

Teaching English Language Learning Throgh Folktale to Develop Cultural Awareness in the Context of Local Content Culture

The strategy or the methodology that will conduct in this case study is in junior high school or senior high school. It will involve the English language teachers and the students from junior high school or senior high school. Semi - structured interviews will conduct with the teachers who are also require to provide the lesson plans related to their EFL teaching using Indonesian folktales. These lesson plans are also use as the basis for conducting further interviews with the teachers. Teaching English language learning through folktale to develop cultural awareness in the context of local content culture is one of the effort to build up the students' cultural knowledge. Making the way happen in learning, the teacher propose lesson plan. The contents of the lesson plan is students' need analysis in cultural context. For instance, students in Yogyakarta. So that, the teacher design the lesson plan into two part of learning. The first part of learning held in the class, the teacher serves the text of folktale entitled The Legend of Prambanan Temple and allow the sudents to translate in Indonesian, then discussing and understanding the folktale in detail together. The second part of learning held in the location, it means that the teacher invite and visit the students in the real place with the purpose to keep the history and automatically the cultural awareness are indeed. In this case, the students cultural awareness arise by themselves such they find the cultural product like temple as an artifact, the legend of the story, the moral values, particularly contents of culture. In adittion by having the strategy such design the lesson plan with the particularly folktale should be matched with the region and students need analysis in the context of culture as a landmark to describe for the students can enrich the students cultural knowledge.

CONCLUSION

This study demonstrates the positive effects of using Indonesian folktales as ELT content at the elementary level in Indonesia. The participating teachers are of the opinion that exposing children to the material of such stories will help them learn English more quickly and more easily.

To satisfy government requirements that local cultural knowledge be incorporated in local content curriculum, of which English is a part at the primary school level, the outcome is merely understanding folktale. However, the study's participating teachers are confident that this practice goes above and beyond to actually help students learn languages. These facts demonstrate that studying the target language can be a way for language learners to acquire the culture of the host country rather than associating and stressing learning the culture of the host country.

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