

EXPLORING STUDENTS' OPINION ON THE IMPLEMENTATION OF LOCAL CULTURE BASED LEARNING IN TEACHING ENGLISH

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ABSTRACT

Culture is an aspect of life that influences the mindset and habits of a population in a region. Culture is also an element that cannot be separated from a community's pattern of life, so it is very necessary to understand a culture in order to determine boundaries when carrying out an activity in everyday life. This study aims to examine students' perceptions of learning English based on local culture. Research using qualitative methods through a descriptive approach. Participants in this study consisted of 30 students who were studying English. Data were obtained through observation and interviews related to students' opinions when learning English through local culture-based learning. Data were analyzed through data reduction, data display, and conclusion. The results of the study show that students are highly motivated to understand English material related to local culture. In addition, students can more easily understand the material provided related to local culture and can be more confident when explaining their understanding and knowledge using English.

Keywords: Local culture based learning, Teaching English.

INTRODUCTION

English is one of the most widely used international languages throughout the world. Almost all schools around the world teach English to students because this international unifying language is most widely used in international relations (Prayudha, 2023). By learning English one can understand more information and knowledge that comes from English when compared to not using English. The thing that needs to be understood is that English is not just to be learned just for school purposes but more than that someone can take advantage of their English competence as a way to quickly expand relations, knowledge and information that is happening around the world. Furthermore, someone who has good English skills will also find it easier to get news that is happening around the world, it will be easier to understand the meaning conveyed in an English sentence and it will also be easier to carry out or use materials and goods that have instructions in English. . In everyday life we can witness and find so many words or sentences that come from English, for example from social media, technology, advertisements, food products, even random things that are often found on the side of the road also sometimes have words or

sentences in English (Prayudha, 2022). This kind of thing really needs to be considered by every individual to always develop and expand their English language skills so as to avoid misunderstanding the information and meaning conveyed in a sentence. To encourage individuals to have good knowledge in mastering English, there are many things that can be done to be able to motivate themselves in developing international language competence. Prayudha (2023) states that teachers need brilliant ideas in shaping student motivation. One of the most basic ways that can be used to develop English language skills is through school institutions. Schools are the learning institutions most commonly used and applied in almost all parts of the world to develop knowledge, skills and competencies in learning. Schools are also institutions that are most often used as places to study, so it is very appropriate for children or students who have the goal of increasing their abilities and skills to join the school environment.

In Indonesia, English has been determined as one of the subjects that must be studied at school, from the lowest level to the highest level of education at universities. Studying English is a good way to be able to expand opportunities to learn many things so that students will develop more and be able to deepen their English language skills. At school, English is often one of the most frightening subjects faced by various students. Many students have not been able to optimize their communication skills in English even though they have studied English for years. This is the problem most often faced by many schools, including in Indonesia. The ability to communicate and speak English in Indonesia is still very low and has not even been able to show good results even though learning English has been implemented at the lowest level of education. This is the most difficult task for all parties, including English teachers, to be able to determine solutions to overcome students' English mastery problems. There needs to be a settlement or solution when students are faced with many problems during learning (Tahe, 2021). It could be from learning material that is less related to the lives of students or it can also occur due to cultural influences that are not in line with the learning lives of students. This is a concern for teachers in Indonesia to be able to build modules or learning materials that can be in line with the environmental conditions of students. The teacher has the most vital role in shaping the competence and thinking skills of students in the classroom. The teacher as a facilitator in the class is also expected to be able to direct students in developing the ability and competence to communicate well so that students not only learn the material but also instill noble cultural values that can be applied in everyday life. Furthermore, an English teacher also needs to be able to instill local cultural values in students even though what they learn is English material. Teachers can combine teaching English through the local culture that is around students so that when teaching is done students can easily understand the material being taught better. Culture is an important element when someone learns a language because it will provide a view of that culture (Tajeddin, Z., & Teimournezhad, 2015). Emphasizing the provision of local culture-based material in learning English will provide a more comprehensive combination of learning towards inculcating traditional values and being able to encourage students to appreciate more the cultural richness and uniqueness of the local area. Thus this study seeks to examine students' opinions when learning English by using local cultural material as a means of instilling a love for local culture, values, tourism and customs with the hope that students can improve their understanding of English for the

better.

METHODOLOGY

This research uses a type of qualitative research using a descriptive approach. This study tries to express students' opinions when learning English by using local cultural materials. Local culture itself is one of the characteristic elements found in a community, a certain area. Here, this study seeks to examine how students' opinions of the use of local cultural materials in learning English. Qualitative research itself can be used to gather information in the form of opinions, perspectives or opinions about the object under study. According to Merriam (2015) Qualitative research is a type of research design that is used to find data in the form of opinions from a research problem condition. Thus digging for information in the form of opinions in learning English through the provision of local cultural materials can encourage students to love the culture and uniqueness of the area they live in. Furthermore, this study uses descriptive in explaining how the process of research runs in detail both from the implementation steps to the elaboration of the data obtained. Descriptive approach is a technique in conveying data descriptively explaining everything in detail and comprehensively (Sugiyono, 2014). This research was carried out for one month by applying and providing materials based on local culture in teaching English material. Students learn various types of material in the form of descriptive text, procedural text to English proverbs by combining local culture. Informants in this study consisted of 30 students who were learning English. Data were obtained through direct observation during learning and interviews with selected students related to learning opinions using local culture. After the data is collected, the data is analyzed through three stages proposed by Miles, Huberman, & Saldana (2013), they are data reduction, data display and conclusion.

RESULT AND DISCUSSION

Learning English using local cultural materials is one way to instill a sense of love for the local culture around you. Local culture is one of the uniqueness that is owned by a region and community which continues to be maintained so that it does not become extinct so that when learning is applied students can wisely and happily own this cultural wealth. In learning English, there is usually a lot of material related to foreign cultures. In research conducted by Kim & Paek (2015) textbooks made by the government incorporate many elements of foreign culture, especially from America and Europe. This kind of thing is of course very much related to the origin of the language itself where English is spoken in these countries both in the United States and England so it is not surprising that the books published include elements of the culture of these countries. However, what needs to be considered by an English teacher is that there needs to be a balance in providing and teaching material related to local culture and foreign culture so that students not only know and understand foreign culture but also have understanding and love and are proud of the local culture that is he has. Emphasizing learning through materials related to local culture really needs to be created through iconic things from an area so that when students learn they can understand and use the material as a form of increasing local culture-language awareness competence. This kind of thing really needs to be enforced considering the flow of globalization which is so limitless where culture from a wide country freely enters and is

difficult to filter, causing the younger generation to easily accept and get foreign cultures which causes a sense of love and pride for local culture to fade a little in student life. - current student. Therefore, by providing learning materials using local culture, the teacher has implemented a good step to protect and instill a sense of concern for the preservation of local culture in the younger generation. The focus of learning can also be emphasized not only on English material but also on instilling local cultural awareness so that students and the younger generation can be proud of their culture.

Based on the observations made on learning English through materials based on local culture, it shows that students have a good tendency to understand English learning materials. Students have good views and understanding related to local culture-based materials and students also have full awareness of their local cultural understanding, especially the culture found in their area. English material related to local culture attracts more students' attention because students have good experience and knowledge about the surrounding culture so it is easier for them to understand. Material related to the surrounding life will encourage students to more easily understand the explanation and certainly will make it easier for students to improve their foreign language communication skills (Riadini & Cahyono, 2021). One example that has been done in learning English through local culture material at the school where the research was conducted was when students studied descriptive text material through themes and titles regarding "Long Beach" and "Fort Marlborough". When students are given this material, students are more familiar with the shape and description of the place so that when students write and explain (speak) about the place, they understand more and are confident in expressing it. Students seem to be more capable in compiling and understanding material related to local culture so that they can encourage them to improve their language competence both writing, speaking, listening and reading. Moran (2001) mentions that the competence of understanding local culture is very supportive of improving language skills so that with easy-to-understand and familiar material it will make it easier for students to develop in improving foreign language competence. Through learning using local cultural material the teacher can create cool and fun material so that it can attract students' interest in learning to follow the process and learning activities better.



Figure 1. Explain the local culture material

Figure 1 describes the atmosphere in which students observe and listen to the

explanations conveyed by the teacher. It can be seen that students are relaxed while paying attention to how a material related to local culture is given. The teacher convinces students to understand the theme to be discussed or the teacher can provide good brainstorming so that students can be hooked to be able to find out about what will be learned. At this time the teacher provides an example description of the topic to be studied by providing a stimulus related to the cultural content that will be discussed, so that when the teacher has made sure students understand the learning context, students will be better at following the process of English learning activities. Teachers need to be careful in conveying explanations and learning concepts that will be brought so that students do not feel confused in carrying out assignments related to local culture. The teacher must also understand the ongoing learning situation so that the learning objectives to be achieved can also be achieved, whether it's developing language competence or instilling a sense of love for the local culture that belongs to the region and its community.



Figure 2. Students' enthusiasm in learning English with local culture

In Figure 2 it can be seen how students are very enthusiastic to express their opinions. Then the class also becomes more active when learning uses materials based on local culture. The students became more enthusiastic because the materials related to local culture were not only learning English but also culture and things related to values, and iconic places from the region which were very familiar and made it easier for students to understand the characteristics of the culture. the. Here, the teacher needs to lure students with interesting material and fun activities so that students' interest and interest in learning can be further developed to become students who are more active in learning, so it is very necessary for teachers to be more innovative and creative in preparing plans and activities. learning so that students can be more happy to follow the learning process in class.

Furthermore, to obtain data in the form of opinions related to the utilization of learning by using local culture in learning English, interviews were conducted with several students. The interview results are as follows:

Question 1: How can local culture-based materials increase your motivation to study?

“Learning English through the use of local cultural materials gives me the opportunity to be more able to appreciate and respect the culture and diversity of

icons that exist in my area. When learning English also makes me more understanding and motivated to generate my learning motivation in improving English language skills and competence and understanding local culture so that I can have far more competence in improving foreign language skills by loving the local culture that I have . I like learning with local cultural material because it can encourage me to become someone who has English skills and understands the unique culture that surrounds me”.

Question 2: How can local culture-based materials improve your understanding of English?

“Local cultural material in learning English can actually encourage me to become a person who is more able to appreciate the culture and diversity that I have. By learning English I can understand and forge myself to be able to develop and improve my foreign language skills and also when using local culture-based materials I can combine this understanding to better appreciate and love the unique culture that I have so that I can become a capable person. master foreign languages by having good local cultural awareness”.

Question 3: How can local culture-based materials encourage you to love and appreciate the culture around you?

"Studying English, of course, will also study the culture that comes from a foreign language, so inevitably I also have an understanding of foreign culture, but when the teacher forms English learning materials using local culture, it makes me a sincere person to appreciate and love the cultural diversity that I have. The local culture that exists around me is unique that is not owned by other regions, therefore I must be a person who can respect and love my culture. The local culture that I learn is interesting and fun so that when I learn English I become more enthusiastic to develop the English skills that I learn in class”.

Based on the results of interviews conducted with several students it was concluded that learning English through providing local cultural material can emphasize the values of love, respect for a culture from extinction and the younger generation's ignorance of the culture that surrounds them, so that learning in an interesting way is able to improve cultural awareness that they have with full confidence. Students will like lessons that have interesting and fun activities (Prayudha , 2021). In addition, students can also be more motivated to improve their understanding of English because the material used in learning is very familiar in their daily lives..

CONCLUSION

Learning English using materials based on local culture is a good way to encourage students to love culture, respect traditional values and create a generation that cares about the privileges and characteristics of a region that is unique to the region. Through learning based on local culture, teachers can create a unique learning experience not only teaching

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English material but also respecting the values of the culture in the environment where students live. Students will be more able to appreciate local uniqueness while improving their English language skills so that it will form the characteristics of students who love their homeland and local culture which encourages them to do things and the diversity of things that exist in their area. Learning by providing local culture-based material in learning English will provide the opportunity to develop foreign language competence and have full awareness of the local culture possessed by these students. Thus students are able to improve their ability to speak and communicate in English and also have resilience in maintaining their local cultural values.

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