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## **INTEGRATING LOCAL WISDOM IN LANGUAGE TEACHING**

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### **Abstract**

This paper aims to describe local wisdom integrated in language teaching. Currently, the demand of mastering English is undeniable, because the world to be aware of English as international language. Teaching English is not only as if teaching word, structure and pronunciation but also teaching English means teaching culture and the values contained in language. Exorbitant sadness for a local value to be lost because of foreign values, therefore, in language teaching in Indonesia needs variety of ways to filter from gnawing at foreign values. In fact, teachers may need some efforts and procedures in integrating local wisdom in English language teaching where as foreign language in Indonesia. The ways are: Local wisdom can be got from local area or district. Approach is category involving a set of assumptions dealing with the nature of language teaching, focusing on how to select texts or material which are suitable for use with the student. Materials include some points leastwise namely: achieve impact, help learners develop confidently, provide relevant content, expose learners to authentic use of language, provide opportunities for authentic language use, take into account individual differences, and encourage learners' involvement. Reflective reflects what teachers did then developed for next cycles.

Keywords : integrate, local wisdom, language teaching,

### **A. BACKGROUND**

Language plays an important role in everyday human life. With language, humans are able to communicate each other. Language can be interpreted as an arbitrary system used by members of social groups to work together, communicate, and identify themselves. Language uses symbols namely vocal and visual that deal with convention in meanings. Language has many functions, one of them such in science is learned through language and vice versa disseminated also through language, both written language and oral language.

Based on explanation above that language cannot be separated from human life, English language nowadays, as international language but many English learners in Indonesia have not used yet English in communication well. This can be seen from speech events and speech acts that occur in output of learning, students graduated from senior high school are still getting difficult in speaking practice. Those facts have demanded that English language needs to be taught appropriately to students especially foreign language such English. In order to make students able to use English language well, teachers in learning Process need to use various approaches, strategies and methods in a variety of ways.

Appropriated teaching has to be supported by good education policy, which take account the aims of education. The one of the aim in education is not only teaching the structure or surface structure but also transforming the moral values to students through teaching language, the one important component is teacher, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of the person by another person or artifact. The importance of education for human is something undeniable, because of that the cultural will be formed, indirectly impact on the formation of human civilization, by making better the quality of education there will be the better in creating a human civilization.<sup>1</sup>

Language systems have a function as a means of ongoing human interaction in society, it means that in acts of language behavior must be accompanied by norms that apply in that culture. Language behavior systems according to cultural norms are called language procedures, it means that teaching foreign language, it also teaches Foreign culture. Not all West culture that brought through teaching English can be received for in Indonesia because, Indonesia people tend to east culture and religion country, it demanded to make integration between foreign wisdom and local wisdom to counter or as filter to foreign values which is inappropriate for Indonesia.

## **B. LOCAL WISDOM**

Method and approach in Teaching English such as in Indonesia may needs different way comparing with another countries, because teaching English as a foreign language in Indonesia where has the multi religion, it is certainly not all cultures and social values through learning language is just taken for granted, therefore all must be harmonized with the culture and religion which are exist in the country,<sup>2</sup> it is the reason why local wisdom must be integrated into English language teaching. Local wisdom is the identity or personality of a nation's culture that causes the nation to be able to absorb, even preserve and filter cultures originating from outside / other nations becoming own character and abilities.

Further Suhartini defines, that local wisdom as an ancestral heritage relating to the values of life.<sup>3</sup> Local wisdom is one o ancestral heritage, it means that local wisdom is cultivating culture and defending itself in use from unfavorable foreign cultures. Local wisdom is a view of life and science as well as various life strategies in the form of activities carried out by local communities in answering various problems in meeting their needs. In foreign languages it is often conceptualized as local policy, local wisdom or local knowledge. Koentjaraningrat mentions that the function of social institutions in society is to provide guidance on behaving or behaving in accordance with social rules, to maintain social integration of the threat of disunity, and as guidance in the exercise of social control. Local wisdom does not just stop at ethics, but to norms and actions and behavior, so that local wisdom can be

<sup>1</sup> Arif Ma'mun Rifa'i, Learning English as Additional Lesson Trough Local Culture (Jurnal Al Mabsuth, vol. 2016 10, No.1 maret 2016 issn 2089-3426.) p 135.

<sup>2</sup> Arif Ma'mun Rifa'i, Learning English as Additional Lesson Trough Local Culture. p 136.

<sup>3</sup> Sartini, Menggali Kearifan Lokal Nusantara Sebuah Kajian Filsafati. ( Jurnal Filsafat, 37 (2): , 2004) p. 111 – 120

like a religion that imitates people in behaving and acting in the con-text of everyday life.<sup>4</sup>

Local wisdom can be interpreted as a view of life and knowledge and as a tangible life strategy of activities carried out by local communities in meeting their needs. it can be interpreted that local wisdom is custom and custom which has been carried out by a group of people from generation to generation whose existence is still maintained by certain customary law communities in certain area. Based on the explanation above can be interpreted that local wisdom can be understood as wise local ideas, full of wisdom, good value, embedded and followed by members of the community. local wisdom, is a strategy aimed at revitalizing cultural knowledge and practices. I believe that this re-vitalization represents a form of resistance to the homogenizing aspects of globalization enacted through movements to enhance the capacities of local communities to chart their own cultural and economic paths<sup>5</sup>

Local wisdom is the way people behave and act in response to changes in the physical and cultural environment. Physical environment means physical movement acts reflected as ancestors' heritage. Local wisdom is also conceptual idea that lives in society, grows and develops continuously in the public awareness of the nature associated with sacred to profane life (the daily part of life and its ordinary nature)

### **C. LANGUAGE TEACHING**

The term teaching in fact cannot be defined apart from learning. Because between teaching and learning have correlation and influence each other. Although they cannot be defined separately, yet, in practicing both has different area, it means it can be describing from practice side, learning may be defined as showing or helping someone to learn how to do something, giving instruction, guiding, in the study of something. Helping the learner mean learning the problem among the students, in these case teachers also learn how to know the problems and how to solve them, how to look for precise method, approach, and technique for learners in conjunction with problems found.

Language teaching definition is determined by theory of language or vice versa, for example; oral situational language teaching, it is from definition that language is a set of structure, related to situation. This definition determined theory of learning; Memorization and habit formation, the objective; To teach a practical command, of the four basic skills, Automatic, accurate control of basic sentence patterns, Oral before written mastery. Communicative language teaching, it is from theory that Language is a system for the expression of meaning; primary function–interaction and communication. Thus theory of learning is Activities involving real communication; carrying out meaningful tasks and using language which is meaningful to the learner to promote learning. The objective is Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives. The syllabus include some/all of the following: structures functions, notions, themes, tasks. Ordering will be guided by learner needs.<sup>6</sup>

<sup>4</sup> Koentjaraningrat, Pengantar Ilmu Antropologi. ( Jakarta: Aksara Baru, 1979).

<sup>5</sup> Susan Jungck & Boonreang Kajornsinsin, Anthropology And World Culture Theory (New York: Palgrave Macmillan, 2003), p. 28.

<sup>6</sup> David Nunan (2004) Task-Based Language Teaching, Cambridge: Cambridge University Press, P.182

The method of teaching has developed since era language was being learnt, the method before can be referred for after, Kelly made scheme language development in historical perspectives as quoted by stern as follows :

ERA	PARENT SCIENCES	ART										CRITICAL SCIENCES	
		AIMS					METHODS						
		Lit.		Scholarly		Social	Informal		Formal				
Classical	Logic Grammar Rhetoric Philosophy Theology	CL	NL	CL	ML			Introductory/home & in society		Literary & Rhetorical schooling			
Middle Ages ----- 12th-15th centuries		X		X		Y			Teaching by book - social uses of Latin secondary - contemporary languages taught for literary purposes.			Parent sciences with normative bias - observations erected into rules to govern activities drawn from them	
Renaissance	Education Grammar Rhetoric	X	X	X		Y	X	Methods in ML mainly oral - example followed by some Classics teachers		Methods in CL follow medieval pattern - ML emerge/translation teaching for literary purposes			
17th, 18th & 19th centuries	Grammar Philosophy Education Rhetoric	Y		X	X				Logical orientation of grammar - social purposes of language subordinate - grammar translation evolves				
18th/early 20th	Linguistics Psychology Education Anatomy			X	Y		X	Natural & Direct methods, etc. predominate - experiential in Direct and 'structural' methods for Latin		Classical languages continue 18th-century practice - many modern language teachers do likewise		Experimental Psychology Language Didactics Methods Analysis	

X: Main aim  
Y: Most important subsidiary aim

CL: Classical Languages  
NL: Modern Languages

Gr: Greek  
Li: Literature

82 Historical perspectives

**Kelly's schema of the evolution of second language teaching.<sup>7</sup>**  
(Stern, 1983:83)

Anthony in Madya explains that Approach constitutes the theoretical bases for language teaching: it is viewed as “a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning.” Method is “an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach.”

<sup>7</sup> Stern, H.H.(1983) fundamental concepts in language teaching.oxford: Oxford university press.p. 82

Technique is “implementation”, referring to “a particular trick, stratagem, of contrivance used to accomplish an immediate objective.”<sup>8</sup>

Referring explanation above clearly concluded that teaching can not be part of three above, approach plays constituting theories and contains about what is learning about, here is from linguistic perspective, and also constitutes theories in conjunction with learning and teaching. Method includes set of all procedures decided based on approaches, it possibly takes that one approach can be consisted of more than one method. The method is a comprehensive plan for regularly presenting language materials, there are no conflicting parts, and all are based on the assumption of an approach. The approach is axiomatic and the method is procedural, while how to implement method is called technique consistently using relevant action. Language teaching has seen excessive theories to develop the method, approach, and technique, thus the history of language teaching development seems important to be mastered among teachers, because those will be as references to develop language strategies.

Related with language teaching in wider explanation Richard says that The field of language teaching is concerned with the development of language programmers and courses (the history of language teaching theories), teaching methodology, materials development, second language acquisition theory, testing, teacher training and related areas. The dictionary includes terms from the following areas of study in the field of language teaching:

- teaching methods and approaches in language teaching
- curriculum development and syllabus design
- second language acquisition
- the teaching of listening, speaking, reading and writing
- computer assisted language learning
- teacher education in language teaching
- English grammar and pronunciation
- language testing, research methods, and basic statistics.<sup>9</sup>

#### **D. INTEGRATING LOCAL WISDOM AND LANGUAGE TEACHING**

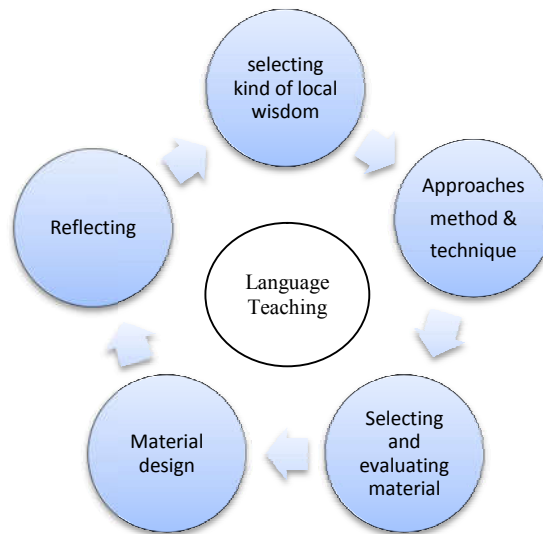
Language and culture can not be separated each other, it means that Teaching foreign language means teaching foreign wisdom and culture. Language and culture can not be separated each other, it means that Teaching foreign language means teaching foreign wisdom and culture. Integrating local wisdom and language teaching Maintaining Local wisdom is processing culture and defending itself from unfavorable foreign cultures.

To do maintain local wisdom may need some efforts and procedures in integrating local wisdom in language teaching. We deal that each culture has many local wisdom, yet, not all can be take account into, therefore, just make grade to take one by one or several, deciding approach that is relevant with kind of local wisdom, selecting and evaluating material, material design, and reflecting. For more, will be explained as following explanation ::

<sup>8</sup> Suwarsih Madya, *Metodologi Pengajaran Bahasa* (Yogyakarta, UNY Press : 2013) . p.8

<sup>9</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Norfolk: Pearson Education Limited, 2002), p.viii.





#### 1. Local wisdom

Local wisdom can be taken from any area or district a target area where the language will be taught, for example in java there are character principles for Javanese people, they are: hangulatsariro, Hangrosowani, and handarbeni. We may take one of them such as hangulat sariro (self-excavation).(self-excavation) From self-excavation can be classified into some, namely, self-motivation, entrepreneur, and etc.

#### 2. Approaches to using language teaching

According to Anthony, an approach is an overarching category involving a set of assumptions dealing with the nature of language teaching and learning and focuses on describing the nature of the material to be taught and learned.<sup>10</sup> Language teaching approach show each approach has superiority and weakness weather in practice and conceptual side.<sup>11</sup> Teacher can decide the appropriate approach for their teaching . the approach will deal with method and appropriate material, for example; communicative approach, it combines functional linguistic theory that stresses language function in real life.<sup>12</sup> An approach gives rise to method, the way of teaching language in communicative perspective, which use classroom activities or techniques to help learners learn.<sup>13</sup>

Currently the well-known approach to language teaching is communicative approach. The method can be any method which has relevant with the approach. One method commonly has different with another, as Richard and Schmidt statement that the differences among methods, Different methods of language teaching such as the direct method, the audio-lingual method, total physical response result from different views:

<sup>10</sup> Anthony J. Liddicoat and Angela Scarino, *Intercultural Language Teaching and Learning* (Oxford: Blackwell Publishing, 2013), p. 2.

<sup>11</sup> Stern in Suwarsih madya, p.10.

<sup>12</sup> Suwarsih madya.p.8.

<sup>13</sup> <https://www.teachingenglish.org.uk. approach> teaching english. accessed in 7-03-2019.

- a. the nature of language
- b. the nature of second language learning
- c. goals and objective in teaching
- d. the type of Syllabus to use
- e. the role of teachers, learners, and instructional materials
- f. the activities, techniques and procedures to use.<sup>14</sup>

Before deciding method from communicative approach based on local wisdom self excavation, it is suggested to make a list of the reason from a to f above then decide the method will be used in teaching language. The goals and objective (build local wisdom self excavation) in teaching can be underpinning to use relevant method, then decrease into syllabus to use and etc.

### 3. Selecting And Evaluating Material

The teacher should focus on how to select texts or material which are suitable for use with the student.<sup>15</sup> in choosing a material for use with the student, teacher should think four main areas, these are: kind of local wisdom, type of course teachers are teaching, type of student how are doing the course and certain factors connected with the material it self.

Deciding the local wisdom followed by the factors support the wisdom for as noted down as follows:

No	Item	Information
1	Main kind of local wisdom	
2	secondary Supporting detail	
3	Student reasoning Reach out	

The information about type of course which is listed in the following table :<sup>16</sup>

No	Item	Information
1	Type of course	
2	Students' reason for learning english	
3	Kind of english required on the course	
4	How intensive is the course	
5	Is there syllabus a. is it flexible b. is literature included	
6	Can you include literary texts on this course	
7	What kinds of texts will be most suitable	

<sup>14</sup> Richard , j & Schmidt, R, longman of dictionary of language teaching and applied to linguistics (3<sup>rd</sup> ed). (London: longman 2002), p. 330

<sup>15</sup> Gillian Lazar , Literature and Language Teaching (cambridge : cambridge university press: 2002), P.48

<sup>16</sup> Gillian lazar . Literature and Language Teaching ..P.49

Type of students as explained in the following table:

No	Item	information
1	Type of students	
2	Age of students	
3	Cultural of ethnic background/ nationality of student	
4	Students' previous experience of reading literary texts or others experience	

In this step Teachers examine a number of sheets intended to help you decide whether a book, a piece of material from a book or a piece of material designed by teachers is suitable for the students teachers have decided.<sup>17</sup>

The following example is evaluation sheet can be used if you are evaluating a piece of published material, as lazar add that the teacher might want to expand the evaluation by giving more detailed reason for ticking the columns. The following is lazar form but added some point by writer.

EVALUATING A PIECE OF MATERIAL					
Kind of local wisdom		=			
Title of material		=			
Author		=			
Publisher		=			
Page on which relevan material is found		=			
Please tick the relevant columns					
		Excellent	good	adequate	poor
1	Suitability of approach for student				
2	Suitability of lever for student				
3	Relevant and interest of text/chosen				
4	Variety and appropriateness of tasks and activities				
5	Staging and grading of tasks and activities				
6	Opportunities for student participation and personalization				
7	Language guidance (glossaries, exercise, etc.)				
8	Cultural historical background provided				
9	Clarity of instruction				
10	Layout and design				

<sup>17</sup> Gillian lazar , literature and language teaching. ...P.57.



I Would not use this material with my student because =.....  
.....  
....

#### 4. Material Design

One of main ways to make learners can attain the ability to achieve language competence built on local wisdom is using good and effective material. Materials include some points leastwise namely : achieve impact, help learners develop confident, provide relevant content, expose learners to authentic use of language, provide opportunities for authentic language use, take into account individual differences, and encourage learners' involvement.<sup>18</sup>

Richard offers by adapting Hutchison and waters as describing below, example in writing class :<sup>19</sup>

**Table 4.5:** *A model of materials design*

- **Input:** Typically a text in the writing class, although it may be a dialogue, video, picture, or any communication data. This provides
  - A stimulus for thought, discussion, and writing
  - New language items or the re-presentation of earlier items
  - A context and a purpose for writing
  - Genre models and exemplars of target texts
  - Spur to the use of writing process skills such as pre-writing, drafting, editing
  - Opportunities for information processing
  - Opportunities for learners to use and build on prior knowledge
- **Content Focus:** topics, situations, information, and other nonlinguistic content to generate meaningful communication
- **Language Focus:** Should involve opportunities for analyses of texts and for students to integrate new knowledge into the writing task.
- **Task:** Materials should lead toward a communicative task, in which learners use the content and language of the unit, and ultimately to a writing assignment.

*Source:* Adapted from Hutchison and Waters, 1987: 108–9.

Material is important to understand as determiner in language learners' achievement. To support the local wisdom, it will be better if the content of material gained from the learners' environment where learners live around.

#### 5. Reflecting

Reflective teaching is an approach to teaching and to teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their

<sup>18</sup>david rayner sipilis motius, /what is the role of material in language teaching <http://www.scribd.com/document/185153533> by. Accessed 9-march 2019.

<sup>19</sup> Jack Richard 2003. Second Language Writing, Cambridge : Cambridge University Press.p.101

teaching experiences.<sup>20</sup> the assumption then proven by taking information and etc, during teaching process based on approach and lesson plan.

Reflecting is the process that reflect looking at what you as teacher do in the classroom, thinking about why the teacher does it and about if the teaching and learning program work. The steps of reflective teaching that can be possibly adopted are: collecting information, analyzing, evaluating, and using at further cycles or developing.

Collective information is talking about what goes on the classroom. Therefore, reflecting teaching means professional development which begins in the classroom some other definition In other words, it provides a way for teachers to become actively involved in articulating the nature of their work and extending the knowledge base of teaching.<sup>21</sup>

## E. CONCLUSION

Language is so important for human being as social creature, nowadays, In global era, world confesses that English as international language, it demands every people to master it. Those facts have demanded that language needs to be taught to students well In order to enable students mastering the language well. Therefore, teaching and learning need to use various approaches, strategies, and methods in a variety of ways.

Approach and Method in English language Teaching such as in Indonesia where Indonesia is as multicultural religion country, therefore, that may needs different way in received foreign cultural values , it means that not all cultures and social values through learning language is not filtered, in these cases all must be harmonized with the culture and religion which are exist in the country. it is the reason why local wisdom must be integrated into English language teaching.

Teaching foreign language means teaching foreign wisdom and culture, To build character among students through integration may need some efforts and procedures in integrating local wisdom in language teaching they are :selecting kind of local wisdom, choose approaches, selecting and evaluating material, material design, and reflecting.

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<sup>20</sup> Jack C. Richards and Richard Schmidt, 2002 Longman Dictionary of Language Teaching and Applied Linguistics. Norfolk: Longman Group.p.451.

<sup>21</sup> Anne Burns, Doing Action Research in English Language Teaching (New York: Taylor & Francis, 2010), p. 17.

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