

THE USE OF LOCAL WISDOM-BASED INSTRUCTIONAL MATERIALS IN ENGLISH LANGUAGE TEACHING FOR JUNIOR HIGH SCHOOL STUDENTS IN TIMOR TENGAH SELATAN REGENCY

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ABSTRACT

In English language teaching, integrating local wisdom into reading materials is frequently overlooked, leading to a disconnect between students and their cultural heritage. This gap often results from the reliance on external textbooks that do not reflect local culture, which can alienate students from their cultural identity and reduce their motivation to engage with reading materials. The research aims to describe the use of local wisdom-based instructional materials in English language teaching. Research focuses on junior high schools in Timor Tengah Selatan, emphasizing local cultural elements like historical sites, legends, and symbols. The data can be obtained through observation on the application of local wisdom-based instructional materials in English language teaching, analysis of lesson plan documents, using interviews, and a series of questionnaires. The interview is addressed to the teachers and students, while the questionnaire is addressed to the students, and the next is distributed to the teachers. The interview used to know how teachers apply local wisdom-based instructional material used in English language teaching. The researcher used questionnaire to find out the students' and teachers' responses on the use of local wisdom-based instructional materials in English language teaching. The researcher interviewed three teachers who have appropriate educational qualifications, more than 5 years of experience teaching English, and three students who get high level achievement, medium, and low achievement. The researcher adopted interview guidelines through a semi structured technique. Then the researcher distributed the questionnaires to know the students' responses on the use of local wisdom-based instructional materials in English language teaching, and the teachers' responses on the use of local wisdom-based instructional materials in English language teaching. This study included 60 students and 10 teachers engaged in activities featuring local cultural elements. Descriptive qualitative analyses were used to interpret the data, with responses categorized using Likert scale categories measure how strongly respondents agree or disagree with a statement. Local wisdom-based instructional materials in English language teaching incorporate regional cultural and contextual knowledge into the learning process. This approach makes learning more relevant and engaging for students, while also deepening their appreciation of their cultural heritage. Students generally respond favorably to these materials, finding them relevant, engaging, and culturally enriching. Teachers value the use of local wisdom-based materials because they connect students with their culture and enhance their English skills. This method also supports cultural preservation and makes learning more meaningful. The study recommends that English curricula include local folklore, myths, legends, and historical narratives. Texts, audio-visual aids, and interactive projects can strengthen students' cultural connections and improve their language acquisition.

Keywords : english language teaching, local wisdom-based instructional materials

1. INTRODUCTION

In English language teaching, integrating local wisdom into reading materials is frequently overlooked, leading to a disconnect between students and their cultural heritage. This gap often results from the reliance on external textbooks that do not reflect local culture, which can alienate students from their cultural identity and reduce their motivation to engage with reading materials. This study examines the innovative approach at SMP Negeri 2 Soe in Timor Tengah Selatan, where local wisdom is actively incorporated into English language instruction. Observations reveal that local cultural elements are embedded throughout the learning environment, with teachers integrating local folktales, traditions, and values into English lessons.

This approach includes using local narratives to teach moral values, incorporating cultural practices into practical activities, and involving community figures in the learning process. The results show increased student engagement, enhanced cultural pride, and improved academic performance. Student involvement in local cultural festivals further demonstrates the positive impact of this approach on their identity and self-confidence. The study highlights the effectiveness of using local wisdom-based instructional materials to make English language learning more relevant and engaging, ultimately fostering a stronger connection between students and their cultural heritage.

There was research carried out on integrating local wisdom into ELT materials for secondary schools in Semarang based on a needs analysis.^[1] The aim of this research was to develop teaching materials which integrated Javanese local wisdom for the students of secondary schools in Semarang. This study was a research and development study which contained three phases (explorative, model design, and try-out stages).

There have been some studies about local wisdom or local cultures integrated in English Language Teaching (ELT) in secondary and high schools. For instance, Barfield and Uzarski^[2] tried to integrate indigenous cultures into English Language Teaching (ELT) for the students whose countries are multilingual. Barfield and Uzarski realized that most EFL programs use curricula from English-dominant countries such as the United Kingdom, the United States, and Australia. They designed English teaching materials for elementary and advanced levels based on the collection of indigenous cultures selected from various areas.

The research results show that some elements of local wisdom emerged in the English learning process. The teacher attempted to relate literary teaching and practice in class to the students' life learning, life theme emphasis, self-experience, self-reflective learning, and individual needs. Globalization can influence all aspects of life including education. In foreign language teaching (English) integrating foreign culture is unavoidable. Accordingly, to maintain the national identity, it is necessary for English teachers to integrate elements of local cultures (local wisdom) in foreign language teaching for young learners.

This research aims to utilize local wisdom or cultures as one of the ways to make the students learn English more easily and to find out possible difficulties in integrating local wisdom or cultures in ELT materials confronted by teachers and learners. This study can be beneficial in the future since by integrating local wisdom or cultures the students may have more knowledge about their own cultures and local wisdom or foreign cultures that may also help the students understand English lessons better owing to their familiarity with their own cultures.

2. LITERATURE REVIEW/METHODOLOGY/DESIGN

Teaching materials are essential tools designed to facilitate engaging and effective learning. They encompass a range of resources and methods that help students absorb and apply knowledge systematically. Well-prepared teaching materials support both students and teachers by providing clear, comprehensive content, structured methods, and effective evaluation techniques. These materials are crucial for helping students understand complex concepts and meeting their learning needs. They should be complete, up-to-date with technological advances, and user-friendly, reducing the need for additional resources. Teaching materials serve various functions: they guide what will be taught, provide practice activities, offer references for grammar and vocabulary, and stimulate classroom interactions and ideas.^[3] Textbooks are a common form of teaching material. Brewster, Ellis, and Girard outline several key benefits of textbooks in education. Textbooks offer a structured framework that aids teachers in effectively planning and organizing their lessons, ensuring comprehensive coverage of essential topics.

They also provide guidance on teaching methods, helping educators select effective strategies and address various learning styles. By consolidating a broad range of information and materials into a single resource, textbooks simplify the teaching process and reduce the need for additional resources. Additionally, textbooks are a cost-effective solution, delivering extensive instructional support at a relatively low cost. The authors conclude that textbooks are valuable for their organized content, methodological support, comprehensive materials, and affordability.^[4] Teachers can use textbooks as primary resources or supplement them with additional materials to enhance instruction.

English Language Teaching and Learning

Principles of Language Learning and Teaching provides a comprehensive foundation for understanding various aspects of English language learning and teaching.^[5]

Behaviorism. In Douglas Brown's framework, the concept of language learning as a process of habit formation through reinforcement and repetition is rooted in behaviorism.

Innatist Theory. According to Douglas Brown, Chomsky's concept of Universal Grammar underscores the inherent human ability to acquire language, suggesting that this capacity is an innate component of the human cognitive system.

Interaction Hypothesis. According to Douglas Brown's discussion of the Interaction Hypothesis, language acquisition is significantly enhanced through active interaction and communication.

Input Hypothesis. Douglas Brown's discussion of the Input Hypothesis suggests that language acquisition is most effective when learners are exposed to "comprehensible input" language that is just beyond their current proficiency level.

Affective Filter Hypothesis. According to Douglas Brown, the Affective Filter Hypothesis posits that emotional factors such as motivation and anxiety influence language learning. This theory suggests that students' emotions, such as their level of motivation and anxiety, can impact how effectively they learn a new language.

Socio-cultural Theory. According to Douglas Brown's Socio-cultural Theory, language development is fundamentally shaped by social interactions and cultural contexts. This theory emphasizes that learning a language is not merely an individual cognitive process but is deeply embedded in social and cultural environments.

Instructional Material in English Language Teaching

Teaching materials are essential for effective teaching and learning activities. These materials include any resources that aid language learning, such as textbooks, videos, graded readers, flashcards, games, websites, and mobile applications.^[6] They can serve various functions: they can be informative (providing information about the target language), instructional (guiding language practice), experiential (offering practical language use experiences), eliciting (encouraging active use of the language), and exploratory (helping learners discover aspects of the language).^[6] Ideally, materials should be designed to enhance learning rather than just facilitate teaching, and they should fulfill all of these roles.

Teaching materials play a crucial role in ensuring the success of the learning process. Several reasons highlight the necessity of these materials in education. According to Lestari^[7], teaching materials are essential because: (1) they can significantly impact the success or failure of the learning experience; (2) there has been a shift in educational paradigms, where educators are no longer the sole source of knowledge, thus requiring a variety of learning resources; (3) students come from diverse socio-cultural, political, and economic backgrounds, which influences their learning process and outcomes. Therefore, teaching materials must be varied to meet these diverse needs effectively.

Materials have a significant impact on English Language Teaching. Tomlinson Brian^[6] emphasized the importance of material development for teachers in his article. He suggested that every teacher should act as a material developer, continually evaluating available resources, and adapting, replacing, or supplementing them to effectively meet the needs of students and the topics covered in the classroom. However, he also argued that while universal course books are necessary for all English learners, most students today approach English from specific, individualized perspectives and needs.

Students normally discontinue their education, because they are unable to perform well in class and attain low scores. When the teachers are unable to make use of effective teaching learning methods, then the students experience set backs.^[8] In Smith's 2020 study, it was observed that when teachers do not employ effective teaching and learning strategies, students can experience significant setbacks in their academic progress. For instance, the study highlighted a particular concern where eighth-grade students were found to have difficulties reading and comprehending textbooks designed for sixth-grade students. This suggests that inadequate teaching methods can lead to gaps in students' learning and hinder their ability to handle grade-level material.

The Concept of Local Wisdom

Local wisdom encompasses the accumulated knowledge, practices, values, and beliefs developed and preserved by local communities over generations. Suryanegara^[9] emphasizes that local wisdom is not static but adaptive, continuously evolving to respond to changing circumstances and challenges.^[9]

From the above statement, it can be concluded that local wisdom can be a crucial resource for enhancing community resilience, advancing sustainable practices, and preserving cultural diversity, both in Indonesia and beyond. Local wisdom includes the adaptive strategies and innovations that communities create to manage socio-economic, environmental, and cultural changes.^[10] Berkes emphasizes that local wisdom is not a fixed set of knowledge but rather a dynamic process that evolves to tackle different challenges. This process involves the development of new approaches and solutions that enable communities to effectively respond to shifts in socio-economic conditions, environmental pressures, and cultural dynamics over time.

In the context of English language teaching, integrating local wisdom into Teaching English as a Foreign Language (TEFL) serves three main purposes. First, it provides students with texts that are relevant to real-life situations, making learning more meaningful. Second, it preserves and promotes cultural heritage. Finally, it helps explore local wisdom, including moral and living values, which can contribute to character building. For effective English language instruction, teachers should incorporate and integrate local cultural contexts, reflecting students' socio-economic and cultural backgrounds, to ensure that the learning experience is both meaningful and applicable.

Local wisdom can have a profound impact by enabling students to apply their knowledge and practices effectively to address challenges and problems in a commendable manner. The term "practice" here refers to the behaviors and actions derived from this knowledge. Practical application is essential because, without it, the knowledge and actions may not have the desired effect or resolve real-life issues. Through practice, problems can be thoroughly addressed and solved.^[11]

There was a study that introduced local wisdom through a narrative: teaching English in higher education. This study focused on exploring the students' understanding of moral values in the local narratives constructed during genre writing activities. The review of students' papers was used to analyze the teacher's feedback to explore the students' quality of writing.

There was a study conducted on the effectiveness of local wisdom-based teaching materials in enhancing the creative writing skills of elementary school students.^[12] The aim of this research was to

describe the effectiveness of local wisdom-based teaching materials on the creative writing skills of elementary school students.

There was research carried out on integrating local wisdom into ELT materials for secondary schools in Semarang based on a needs analysis.^[1] The aim of this research was to develop teaching materials which integrated Javanese local wisdom for the students of secondary schools in Semarang. This study was a research and development study which contained three phases (explorative, model design, and try-out stages).

The gap in research concerning the use of local wisdom-based instructional materials in English Language Teaching (ELT) for junior high school students in Timor Tengah Selatan Regency can be summarized as follows: Despite substantial research on integrating local wisdom and cultural elements into ELT in various contexts, there is a lack of targeted studies that focus on the specific needs and educational settings of junior high school students in Timor Tengah Selatan Regency. The research that exists often explores other regions or educational levels, which may not fully address the unique cultural, social, and educational dynamics of this area. Investigating this gap could provide valuable insights into how local wisdom can be effectively utilized to enhance English language instruction in this specific region, thereby improving learning outcomes and engagement.

3. RESEARCH METHODOLOGY

The aims of this research were to find out local wisdom-based instructional material used in English language teaching, the students' responses on the use of local wisdom-based instructional materials in English language teaching, and the teachers' responses on the use of local wisdom-based instructional materials in English language teaching.

Considering the goal, the research was included as a qualitative design using a descriptive approach. The researcher conducted observations in the classroom to see how local wisdom-based materials were used in teaching. Additionally, the researcher analyzed the lesson plans that were used. The researcher interviewed three teachers who have appropriate educational qualifications, more than 5 years of experience teaching English, and teach in junior high school to answer the research questions and the researcher interviewed three students who get high level achievement, medium, and low achievement. The researcher adopted interview guidelines through a semi structured technique. Then the researcher distribute the questionnaires to know the students responses on the use of local wisdom-based instructional materials in English language teaching, and the teachers' responses on the use of local wisdom-based instructional materials in English language teaching.

The research location of the study was conducted on a junior high school in Timor Tengah Selatan Regency, which is located in the city of Soe. This school has been using local wisdom-based materials and has been successful and the school environment is filled with elements of local culture. The classroom walls are adorned with posters displaying announcements, prohibitions, folktales, traditions, and local values, creating a warm and enjoyable atmosphere for students. Achievements of using instructional materials based on local wisdom in schools, such as achieving minimum learning competency, winning cultural festival competitions, and having a dance arts studio.

The researchers included students from each class (8A to 8G) to ensure they captured a range of perspectives and experiences from different sections of the grade, with the goal of understanding if there are variations in learning needs across different classes. Selecting 60 students provides a manageable yet sufficiently large sample size for analyzing learning needs. It strikes a balance between being large enough to draw meaningful conclusions and small enough to allow for detailed analysis.

4. RESULTS AND DISCUSSION

1. The Local Wisdom has been Integrated into Instructional Materials and Used in English Language Teaching

The analysis based on interviews with teachers regarding the integration of local wisdom in English language teaching materials reveals several findings:

Regular Integration of Local Knowledge in Classroom Instruction. Teachers emphasize the importance of regularly incorporating local knowledge into classroom instruction. This deliberate effort aims to enrich English language learning by embedding regional expertise and cultural elements into the curriculum. By consistently integrating local wisdom, teachers enhance the relevance of education for students, connecting their learning to real-life contexts and cultural heritage.

Application of Local Wisdom through Instructional Resources. Teachers utilize specific resources from their region, such as guides to local tourist destinations or cultural landmarks. These resources serve as tangible examples that help students contextualize their learning within the framework of their cultural background. By applying local wisdom in instructional materials, teachers facilitate a deeper understanding and appreciation of students' cultural heritage.

Development of Educational Resources Utilizing Local Knowledge. Educators carefully select topics that are relevant to their local context, such as traditional cuisine or stories of local heroes. These topics are then integrated into the curriculum to create educational resources that not only align with academic standards but also resonate culturally with students. This approach ensures that learning materials are both enriching academically and meaningful culturally.

Challenges in local wisdom-based education, especially related to students' cultural awareness, include a significant issue of students' initial lack of awareness about their own culture. Introducing students to their cultural heritage can be difficult, particularly if they have limited exposure or understanding of local traditions and practices. Contextualized learning which includes the use of local wisdom can enhance student engagement and motivation. In this way, materials relevant to the local context not only help students understand their own culture but also increase their motivation in the learning process.^[13]

The relevant theoretical sections that align this statement include Contextualization in Foreign Language Learning^[14], stated his theory emphasizes the need for creating communication contexts that include local culture, which is critical in helping students relate to their cultural background and enhancing their engagement in learning. Role of Teaching Materials^[6] says that the integration of local knowledge into teaching materials enriches the learning experience and makes it more culturally relevant and engaging for students.

These theories collectively support the idea that revisiting and exploring local knowledge not only enriches the educational experience but also fosters a stronger connection to cultural identity. Overall, the teachers' efforts to incorporate local knowledge into English instructional materials are commendable for promoting cultural diversity and enriching the educational process. This aligns with contemporary educational practices that emphasize inclusivity and cultural relevance in the classroom.

Integrating local wisdom into instructional materials enriches digital learning environments by making content more relevant and engaging for students. They suggest that leveraging local contexts not only bridges cultural gaps but also enhances students' ultimate understanding and retention of material. This approach helps in tailoring educational content to fit the learners' cultural backgrounds and daily experiences, thereby increasing the effectiveness of English language teaching.^[15]

Thus, instructional materials grounded in local wisdom can effectively help internalize cultural values, making them more accessible and relatable for students since they are tailored to their learning environments. This approach enhances students' understanding and learning outcomes^{[16][17]}

Furthermore, these materials are more beneficial if they not only include local cultural values but also foster essential 21st-century survival skills. Among these skills, creativity is particularly important and can be applied to enhance students' English proficiency.

Instructional materials based on local wisdom are intended not only to introduce and reinforce cultural heritage for the nation's youth but also to serve as teaching tools that strengthen local culture. These materials help students engage creatively with their own culture and local wisdom, encouraging them to explore new ideas. By integrating their familiar regional culture into their learning, students can develop a deeper connection to and understanding of their environment.

Specifically, local wisdom can be regarded as both universal and specific values possessed by groups of people originally, local wisdom varies among societies, and it is frequently used as the basis for group members to have normative and ideal patterns to manage and organize their socio-cultural system.^{[18][19]} As a multi-cultural nation, Indonesia has many local values of its traditional-socio-cultural life that can be referred to as learning resources to especially undertake character-based education.

2. Students' Responses on the Use of Local Wisdom-Based Instructional Materials in English Language

The analysis shows that integrating local wisdom materials into English language learning enhances students' interest, engagement, and appreciation for the subject. This approach not only supports linguistic development but also strengthens cultural connections and identity, contributing to a more holistic and effective educational experience.

The significant interest in local content and culture underscores the importance of educational content being relevant. When students encounter English applied to topics they recognize, their motivation to engage with the material and deepen their learning increases. This highlights the value of culturally relevant education in boosting student motivation and active participation.

Students' preference for clear explanations of language structures reflects their ambition to achieve proficiency in English language skills. This is crucial for effective communication in both academic and social English-speaking environments.

The appreciation for diverse learning approaches indicates that flexibility in teaching methods benefits students' learning outcomes. By integrating a range of materials and activities, educators can cater to diverse interests and learning preferences, thereby enhancing students' engagement and understanding of English language concepts.

Overall, the analysis reveals that students not only aim for practical language skills but also cherish learning experiences enriched by content related to their cultural heritage. Educators can use these insights to create more engaging and pertinent teaching strategies that cultivate language proficiency and cultural appreciation among students. This approach not only boosts their motivation to learn English but also enriches their overall educational journey.

a. Students' Responses on Their Interest in Learning English Through Local Wisdom

The significant interest in local content and culture underscores the importance of educational content being relevant. When students encounter English applied to topics they recognize, their motivation to engage with the material and deepen their learning increases. This highlights the value of culturally relevant education in boosting student motivation and active participation. Students' preference for clear explanations of language structures reflects their ambition to achieve proficiency in English language skills. This is crucial for effective communication in both academic and social English-speaking environments. The appreciation for diverse learning approaches indicates that flexibility in teaching methods benefits students' learning

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b. Students' Responses to Integrating Personal and Local Aspects in Diverse Tasks

The emphasis on personal engagement highlights the importance of integrating students' cultural backgrounds into English language learning. When tasks are personally relevant, students are motivated to actively participate and invest effort in their learning, which aligns with educational theories emphasizing the significance of relevance and personal connection in fostering motivation.

The appreciation for diverse learning materials reflects a pedagogical approach that embraces cultural diversity and encourages students to explore various aspects of their local culture through English. This strategy not only supports language acquisition but also fosters cultural awareness and appreciation among students.

In summary, integrating personal and local aspects with diverse learning tasks enhances students' motivation and engagement in learning English. This approach not only supports the development of their language skills but also deepens their understanding of cultural and social content. By applying these insights in teaching practices, educators can create more meaningful and effective learning experiences that resonate with students' cultural identities while advancing their proficiency in English.

c. Students' Positive Responses to Integrating Local Culture in English Learning

The students' interest in local context and culture underscores the importance of integrating cultural elements into English language education. By incorporating topics that resonate with students' cultural backgrounds, educators can enhance motivation and foster a deeper connection to both language learning and cultural identity.

The appreciation for discovering and understanding local texts reflects students' recognition of the value in preserving and promoting their cultural heritage through education. Integrating local stories and cultural materials into the curriculum can enrich students' learning experiences, encouraging pride in their cultural identity while advancing their language proficiency.

In summary, integrating local context, translation tasks, exploration of local texts, and the use of local stories can significantly enhance students' interest, engagement, and proficiency in learning English. By leveraging students' cultural backgrounds as a resource in language education, educators can create more inclusive and effective learning environments that foster both linguistic skills and cultural appreciation among learners.

d. Students' Responses to Integrating Local Wisdom and Moral Values in English Learning

Students demonstrate a strong interest in learning that incorporates texts containing local wisdom, indicating their enthusiasm for exploring moral messages and unique values within these materials. This reflects their eagerness to comprehend and appreciate cultural values and ethics that are significant within their local community, even if different from their own cultural norms.

In summary, this analysis underscores that students positively respond to learning approaches that integrate local wisdom and moral values into English language education. Such integration not only enhances their comprehension of English but also fosters their appreciation of diverse cultures and values. This holistic approach supports students in developing both linguistic proficiency and cultural sensitivity, contributing to a more enriching educational experience.

e. Students' Responses on Integrating Local Wisdom-Based Materials

Both approaches emphasize the significance of integrating local wisdom into English language education to enhance cultural relevance. By incorporating elements such as local landmarks, historical narratives, and traditional stories, educators aim to make language learning more meaningful and relatable for students. This strategy not only enriches their educational journey but also reinforces their connection to their cultural heritage.

Incorporating local wisdom into English language education not only enhances students' linguistic proficiency but also strengthens their cultural awareness and identity. These approaches provide educators with effective tools to create inclusive and stimulating learning environments that promote both language skills and cultural appreciation among students.

f. Students' Responses to Vocabulary Integration in Language Learning

The approach to learning new vocabulary in English through contextual understanding offers a comprehensive framework for language education. By embedding vocabulary acquisition within meaningful contexts, this method facilitates effective learning beyond mere definitions. Students engage with how words operate in real-world scenarios, fostering a deeper grasp of their usage.

In summary, the contextual approach to learning vocabulary not only facilitates effective acquisition but also cultivates critical thinking and independence among students. By prioritizing contextual understanding over rote memorization, educators empower students to engage meaningfully with language, thereby enriching their overall language learning journey.

g. Students' Responses to Contextual Text Understanding

Supporting contextual understanding in English language learning enhances students' educational experiences by emphasizing comprehensive comprehension, facilitating a natural learning pace, and equipping them with crucial analytical skills. Educators foster a holistic approach to language acquisition by encouraging students to view language as a dynamic system where words and sentences interact synergistically to convey meaning, rather than isolated elements.

These contextual understanding skills are transferable across diverse contexts and languages, providing students with invaluable tools for real-life applications where interpreting and comprehending texts is crucial. Overall, by emphasizing the significance of context in text comprehension, educators empower students to become adept language users capable of effectively navigating and interpreting various linguistic environments.

h. Students' Responses to Collaborative Group Learning

Collaborative learning enhances learning outcomes in English language education by facilitating deeper understanding of texts through peer interaction and collective problem-solving. Students benefit from the diverse perspectives and strategies shared within the group, which contributes to a more comprehensive grasp of complex language concepts.

In terms of inclusivity, group work provides an equitable platform for students of varying language proficiency levels to contribute and learn from each other. This approach values diverse

perspectives and enhances cultural awareness and empathy among students, creating a supportive learning environment where every voice is heard and valued.

By incorporating collaborative group work into English language education, educators not only deepen students' comprehension of texts but also foster essential social skills and create a supportive learning environment. Through peer interactions and collective problem-solving, educators can enhance students' linguistic proficiency, social-emotional development, and overall engagement in learning English.

Clear explanations of language structures alongside practical applications ensure students develop both language proficiency and cultural sensitivity. Diverse learning approaches, including varied materials and tasks, promote critical thinking. Moreover, integrating cultural values fosters empathy and prepares students for effective communication in multicultural contexts. Collaborative group learning further strengthens comprehension and social skills, creating inclusive learning environments that support holistic development in English proficiency and cultural awareness.

As stated by Klein^[14] regarding Collaborative Learning, this theory emphasizes the importance of creating meaningful contexts for communication, indicating that collaborative learning environments can enhance student engagement with the material, particularly in foreign language contexts. In relation to the Role of Teaching Materials,^[6] this theory highlights the need for diverse teaching materials, which can facilitate collaborative learning by providing resources that encourage interaction among students, fostering a deeper understanding of the language.

Furthermore, concerning the Importance of Diverse Learning Resources^[7] this perspective reinforces the idea that varied learning materials can accommodate the socio-cultural diversity of students, allowing them to share knowledge and experiences within group work settings.

By integrating collaborative learning approaches, teacher can enhance students' understanding of English texts while promoting active engagement and shared learning experiences among peers.

3. Teachers' Responses on the Use of Local Wisdom-Based Instructional Materials in English Language

The discussion on Attaching Local Wisdom-Based Learning Materials in the RPP highlights teachers' commitment to formally integrating local wisdom into the lesson planning document. This step not only demonstrates the seriousness of teachers in accommodating local cultural aspects but also directs attention and focus towards teaching that is integrated with the social and cultural contexts of students.

The importance of this step lies in its role in making local wisdom an integral part rather than just an addition to the curriculum. By integrating local wisdom-based materials into the RPP, teachers assert that learning is not merely about academic knowledge but also about enriching students' experiences with culturally relevant and significant values. The commitment to integrating local wisdom reflects efforts to make learning more relevant and meaningful for students, enabling them to identify themselves within the taught material. This involves not only selecting appropriate content but also how this material is applied within a structured and well-documented classroom context.

By incorporating local wisdom into the RPP, teachers also focus their attention and efforts in daily teaching, ensuring that aspects of local culture are systematically addressed in the teaching-learning process. This is crucial to ensure that teaching not only emphasizes academic aspects but also enriches students' experiences by helping them understand and appreciate their cultural heritage through a comprehensive and structured learning experience.

The integrating local wisdom into the context of foreign language teaching aligns with didactic theory and educational approaches. Tomlinson^[6] emphasizes that teaching materials encompass various

resources such as textbooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions. These materials should be designed to be informative, instructional, experiential, eliciting, and exploratory in order to effectively cater to the needs of language learners. Integrating local wisdom into these teaching materials not only enhances cultural relevance but also enriches the learning experience by connecting language acquisition with cultural understanding and appreciation.

This statement is supported by Suryanegara^[9], who discusses Local Wisdom. He emphasizes the integration of local wisdom into education, highlighting its role in cultural preservation and its adaptive nature. This supports the idea that local wisdom enriches students' learning experiences and enhances cultural relevance. Regarding cultural content in education, he states that the integration of cultural elements into language learning is essential, as it not only deepens language skills but also promotes cultural appreciation and identity formation. This aligns with the idea that students' positive responses to culturally relevant materials reflect their engagement and interest.

According to Klein,^[4] who argues about collaborative learning, he asserts that collaborative environments foster engagement and facilitate a deeper understanding of both language and culture, reinforcing the importance of culturally enriched learning experiences. By implementing these approaches, educators can significantly enhance students' motivation and understanding of the cultural and social values surrounding them, thereby creating a richer educational experience.

Based on the analysis of teacher and student responses, it can be concluded that the document in the teacher's lesson plan that integrates local wisdom demonstrates a structured and innovative approach. In the plan, it is evident that the teacher carefully organizes the lesson materials, which include recount, narrative, descriptive, and procedural texts, by collaborating general texts with those relevant to local wisdom. For example, in the recount text lesson, the teacher uses local experiences, such as traditional celebrations or village festivals, as the material. Students are encouraged to retell their experiences, which not only strengthens their storytelling abilities but also helps them appreciate their traditions. For narrative texts, the teacher selects local folklore or myths rich in moral values. Through analysis and discussion, students can explore the meanings behind the stories and relate them to their own lives. This develops their understanding of narratives and local wisdom.

In the descriptive lesson, the teacher utilizes descriptions of the surrounding environment or cultural objects, such as traditional musical instruments or traditional clothing. Students learn to describe in detail while enhancing their observational skills regarding local culture. Meanwhile, in the procedural text lesson, the teacher invites students to outline steps for traditional activities, such as how to make local dishes or perform regional dances. This provides practical experience and fosters critical thinking skills.

Classroom observations indicate that the teacher effectively integrates local wisdom into the teaching materials when teaching, the teacher begins by explaining relevant concepts while weaving in stories and values from the local culture. For instance, in a language lesson, the teacher uses folklore as an example of narrative text, allowing students to understand the structure and meaning contained within.

During the learning process, the teacher actively engages students in completing tasks related to local wisdom. Students are divided into small groups to discuss and analyze the values present in the folklore. Afterwards, they are asked to write their own versions, applying the cultural elements they have discussed.

The teacher also encourages students to participate in practical activities, such as creating posters that depict cultural symbols or presenting local stories. Through these activities, students not only learn about the material but also experience emotional engagement and a deeper connection to their culture.

In this way, the teacher successfully creates a dynamic and enjoyable learning atmosphere where students feel motivated to participate. The integration of local wisdom not only enriches the learning experience but also fosters a sense of pride and cultural identity among students. These observations indicate that this approach is effective in enhancing student interest and engagement in the learning process.

5. CONCLUSION AND RECOMMENDATIONS

Local wisdom-based instructional materials in English language teaching integrate cultural and contextual knowledge specific to a region or community into the learning process. This approach not only makes learning more relevant and engaging for students but also fosters a deeper appreciation of their own cultural heritage.

Students' responses to local wisdom-based instructional materials are generally favorable, as these materials can make language learning more relevant, engaging, and culturally enriching. However, the success of this approach often depends on thoughtful implementation and the ability of educators to connect local cultural elements effectively with English language learning goals.

Teachers' responses to the use of local wisdom-based instructional materials in English language teaching are crucial because this approach connects students with their own culture while developing their English language skills. It also supports the preservation of cultural heritage and makes learning more relevant and meaningful.

Based on the findings of the research and the conclusions reached, the following recommendations are made: to effectively integrate local wisdom into English learning, the English curriculum should be designed to include folklore, myths, legends, and historical narratives, utilizing texts, audiovisual materials, and interactive projects that emphasize students' cultural heritage and strengthen their connection to the language and their identity.

Teachers can enhance English language learning by actively creating a diverse array of local wisdom resources, such as folktales, proverbs, and historical accounts, creating a resource bank to ensure consistent integration into lesson plans. Implementing interactive learning activities that encourage students to retell and dramatize local narratives can boost engagement and allow for creative exploration of cultural heritage, while fostering discussions about the moral and ethical messages in local wisdom texts can deepen students' appreciation of cultural values and enhance critical thinking.

The researcher recommends that future researchers study the use of local wisdom based on narrative, recount, descriptive, and procedural texts as one of the strategies related to English language teaching. Therefore, this study is not complete; it is deemed essential that further research be conducted on this matter to arrive at a reliable solution.

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