

Research article

Developing a Conceptual Prototype for Teaching English as a Foreign Language Based on Local Culture

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ORCIDLely Indah Kurnia: <https://orcid.org/0000-0001-6499-6781>**Abstract.**

Lumajang Regency, East Java, Indonesia, is known as a tourist destination, everyone is expected to be able to provide correct information to foreigners about Lumajang Regency, so that they will not lose the opportunity to get a job in the field of tourism, public service agencies and government related to tourism. Thus, the importance of maintaining local culture in teaching foreign languages should not be ignored. The researcher aims to develop a conceptual prototype for teaching English as a foreign language based on local culture. A conceptual prototype means a standard or typical example which is designed lessons that focus on the concept instead of individual facts. The significances of the study are to describe the factors that become obstacles in teaching English at STKIP PGRI Lumajang and describe the conceptual prototype developed in the process of learning English towards local culture. This research is a qualitative descriptive study on STKIP PGRI Lumajang students and the sample selection used a multi-stage sampling technique. The data generated are conceptual prototypes of learning English in universities which containing English competency standards, basic competencies, materials that must be taught to achieve competence, approaches, methods/strategies, and assessments used to assess student competence in learning English.

Keywords: conceptual prototype, local culture, competence

1. Introduction

English as a foreign language (EFL) that is widely used by anyone can make a significant contribution. English is not only applied in the formal field but also other informal activities. English is the only language used by the state officials in some developing countries. English is used as a medium of association, a medium for improving the standard of living, and a medium for self-formation. For some countries, English is a legacy from their ancestors. However, for other countries, including Indonesia, English is a second language. People in Lumajang Regency are obliged to learn English language skills. E everyone is expected to be able to provide correct information to foreigners visiting Lumajang Regency, so that the residents do not lose the opportunity to access jobs

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related to tourism, public service agencies and government agencies. In order to be able to supply this information, English language skills and cultural awareness are essential, which should be done as early as possible before working. Thus, the importance of maintaining local wisdom and local culture in teaching foreign languages should not be ignored. Teachers of certain fields of science who want to teach with the medium of English, need to know how to teach English as an effective foreign language. They already have enough experience teaching their field of science in Indonesian. The strong assumption is that there are several factors that cause this not to be achieved, including the curriculum developed (1) until now has never been tested by experts and empirical tests so that the level of efficiency and effectiveness is not clear, (2) there is no review, (3) not equipped with clear descriptions, especially the expected competency standards and basic competencies and assessment techniques suitable for learning English. In addition, there is no English learning textbook that incorporates cultural elements so that it is easier to understand because it is in accordance with the cultural background and knowledge of students; third, the teacher's pedagogic competence is still very low in developing English learning materials and media as well as the development of forms and assessment techniques. In this regard, the researcher aims to create an English learning model based on local wisdom in universities, namely STKIP PGRI Lumajang. This research aims to apply local wisdom that can be used as a learning strategy in English. This strategy can also be combined with other learning strategies to create learning objectives that work well.

Teaching English as a Foreign Language (TEFL) has been introduced since the early 1960s and has become a separate field of science since the incessant concept of globalization was echoed in 1980s. The current TEFL trend can be said to be worldwide, especially in countries where English has the status of a foreign language. Japan, for example, has reformed by recruiting native English speakers with experience in teaching to assist English teachers in Japan. Meanwhile, in Indonesia, such efforts have not been seen. To date, English in universities is still taught in a way that is not much different from teaching junior high and high school students. Learning in the classroom is dominated by the teacher's explanation referring to the textbook (the only source of learning). The use of textbooks as the only learning resource in the classroom will not give students the opportunity to learn English which is used in real life.

There is a paradigm shift in language learning in communicative language learning, where teachers, textbooks, and teaching methods are no longer the main factors for success in language learning. In the principle of language learning, it is stated: Successful mastery of the second language will be due to a large extent to a learner's

own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language [1].

Thus, language learning is largely determined by the language learner's learning strategies in understanding and producing language. Meanwhile, Spratt [2] defines learning strategies as ways learners choose to learn language. They include ways to help students identify what they need to learn, process new language and work with other people to learn. Using the right strategy at the right time can help them learn the language better, and help to make them more autonomous.

According to Richard and Schmidt [3] learning strategies can be interpreted as "the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning." Richard and Schmidt [3] stated that in general this learning style can be divided into four categories:

1. Cognitive strategies, for example, analyzing the target language (in this case English), comparing new things with what is already known in both the first and second language, and organizing information.
2. Metacognitive strategies, such as paying attention to how one learns, making neat plans, and monitoring his/her development.
3. Social strategies, for example looking for friends who are also native speakers of the language being studied (English) or working in groups in class.
4. Resource management strategies, for example planning regular time for learning and determining a place to study.

Laurie [4] said that students' use of the mother tongue is often an obstacle for teachers in applying a second language such as English. In addition, learning English for beginners known as YLL (young language learners) can be fulfilled if the teachers are able to balance the knowledge of linguistics accompanied by a well-planned curriculum design. In addition, the combination of TL (teaching language) and L1 (language first) methods can be used to achieve the target of learning a foreign language (English as a foreign language).

Research conducted by Horst [5] reported that L2 (second language) and L1 (first language) can be achieved by understanding a cross-linguistic approach (language science). Linguistic characteristics also play an important role in learning English as a foreign language. Language acquisition for beginners, especially children, is in the golden age because children's abilities in this phase are more developed by thinking

about concrete operational concepts. Krashen [6] states that the strategy of learning a second or foreign language for novice learners should be directed at achieving competence and confidence. Furthermore, this education expert said that the target of learning is acquisition, not merely learning language. Krashen [7] defines acquisition as the acquisition of language by one's own efforts. In other words, students (especially those at the beginner level) get a pleasant impression in learning so that it fosters a desire to learn continuously in various contexts (not only in the classroom) and does not always have to be under the supervision of the teacher. In other words, the learning provided at school should be able to encourage students to continue and develop their learning process outside the classroom by using the English they have learned in real life. Competence in English at this initial level is essential and strategic because it is the basis for learning English at a further level, and errors that may occur due to deviations in the learning process will carry over for life and affect students' subsequent English learning. Understanding the importance of learning English in Lumajang Regency and realizing the unavailability of learning models that teachers can use as a guide in the learning process. Therefore, the current research which intends to develop a conceptual learning model based on Javanese culture is very urgent to do. It is hoped that this research will provide significant benefits not only to teachers but also to decision makers so that English language learning can take place correctly and professionally.

2. Method

2.1. Research type and design

This research is a qualitative descriptive study. The population consists of students at STKIP PGRI Lumajang and the sample selection technique is carried out with the concept of "multi-stage sampling technique" by taking into account the number of students in STKIP PGRI Lumajang for the 2021/2022 academic year. Overall, due to time and energy limitations, the samples involved were 2 majors, namely the Department of Economics education and Mathematics education.

2.2. Time and location of research

This research was conducted for one semester in 2021 at STKIP PGRI Lumajang with the consideration that researchers have devoted their knowledge since 2017 at STKIP

PGRI Lumajang so that they already know the problems of learning English at STKIP PGRI Lumajang.

2.3. Population and sample

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions, while the sample is part of the number and characteristics possessed by the population [8]. The population in this study was all STKIP PGRI Lumajang students for the 2021/2022 academic year. Considering the relatively large population and not possible to study as a whole (census), a sampling technique was used.

The sampling method used in this study is multistage sampling [8]. Based on this method, this research uses two stages, namely: the first stage is to choose the majors that are used as samples. At this stage, choosing majors as a sample was performed by choosing two majors in STKIP PGRI Lumajang. This is based on the consideration that these two majors have a relatively large number of students.

Next, the second stage is to determine a sample of teaching staff from each department. Each sample is taken so that the elementary unit or population unit. With this approach, a random sample is expected to ensure that the research can be evaluated objectively because the elementary unit of the sample is selected objectively, avoiding the researcher's subjectivity. The reason for choosing the teaching staff is because they are the ones who directly carry out the teaching for students. For this reason, the effectiveness of teaching success is highly dependent on their willingness, effort, and ability to carry out the teaching.

2.4. Data collection procedure

The data in this study were collected using interview methods or techniques, questionnaires, and documentation. Interviews were conducted to obtain initial data and initial information in relation to the subject and object of research. The interview was carried out in a structured manner with answers that were open to the university.

The use of documentation techniques aims to obtain secondary data that will be used to obtain useful analogies in the formulation of theories, the basis for analyzing primary data, and strengthening assumptions in the discussion of problems.

2.5. Research stages

1. Introduction
2. Implementation
3. Data analysis
4. Preparation of research reports

3. Findings and Discussion

There are several things that the government should focus to improve the quality of education. They are the curriculum, teaching methods, and library resources (materials as a reference for teaching). The curriculum has a broad meaning and purpose. It reflects the extent of the development of education system and how the curriculum service to society continues to change due to advances in science and technology and modern communication system.

However, aspects of relevance and community needs must exist in the community aligning curriculum content with development needs. In addition, the curriculum's application must be in the right system because it tends to produce graduates who are merely practical. A good curriculum will only be realized if it is supported by a good performance of teaching, which is not one-way or authoritarian. One of the problems that need attention from the government and educational institutions, especially in Lumajang Regency, is teaching using strategies. The teaching method is to learn the right strategy in understanding English, especially at the higher education level. The strategies and teaching methods applied by educators today rely on existing patterns such as simple instructions with actions in the context of the classroom and demonstrating these instructions. However, there is also a reliable strategy for educators, especially those in Lumajang Regency, namely by integrating the values of local wisdom in the learning process at universities. By integrating the values of local wisdom into learning, it is also hoped to strengthen the sense of nationalism amid the swift currents of globalization. In this regard, the cultivation of nationalism value in the globalization era is related to a formal institution such as a university. Given that learning using the value of nationalism is an abstract learning, educators must teach English using the right method so that the messages can reach students according to the planned goals. To teach English for students, teachers can take advantage of the values of local wisdom as a source of

learning. The use of these learning resources is expected to participate in increasing the students' sense of nationalism.

Based on observations made by researchers at STKIP PGRI Lumajang, several factors hamper the learning process in understanding English for students such as:

1. Limited textbooks as learning resources.
2. Limited teaching hours for teaching staff.
3. There are no supporting activities such as English courses for the student.

3.1. Local culture

Local wisdom or local culture comes from two words, namely wisdom and local. In general, local wisdom can be understood as local ideas that are wise, full of wisdom, of good value, which are embedded and followed by members of the community. The local wisdom is formed as a cultural advantage of the local community and geographical conditions in a broad sense. Local wisdom is a cultural product of the past that should be continuously used to guide life. Although local value but the value contained in it is considered very universal. In our society, local wisdom can be found in songs, proverbs, advice, slogans, and ancient books that are inherent in daily behavior. Local wisdom is usually reflected in the habits of people's lives. The sustainability of local wisdom will be reflected in the values that apply to certain community groups. These values become the guide of certain community groups which will usually become an inseparable part of life that can be observed through everyday attitudes and behavior. The existence of wisdom has many functions. As written by Sartini [9], the function of local wisdom is as follows:

1. (a) The conservation and preservation of natural resources.
(b) Human resource development.
(c) The development of culture and science.
(d) Advice, belief, literature and taboos.
(e) Socially meaningful, for example, communal/relative integration ceremonies and agricultural cycle ceremonies.
(f) Meaningful ethics and morals.
(g) Political meaning, for example the mournful nodding ceremony and patron power clients.

Sutarno [10] suggested that the application of local culture in learning at the elementary school level can be categorized into four things, namely:

1. Learning about culture by placing culture as a field of science. Culture is studied in specialized courses about culture. In this case, culture is not integrated with the field of science.
2. Learning with culture which occurs when culture is introduced to students as a way or method to learn certain subjects. Learning with culture includes various uses for cultural embodiment. Thus, culture and its embodiment is a medium of learning in the learning process as well as a context for applying principles or procedures in a subject.
3. Learning through culture, is a strategy that gives students the opportunity to demonstrate the achievement of understanding or meaning created in a subject through a variety of cultural manifestations.
4. Learning to be cultured is a form of embodying culture in real students' behavior every day.

3.2. Application of local wisdom values in learning in higher education

The application of local knowledge values may be actualized into learning in higher education, which includes studying English. This is also connected to instilling students' feeling of nationalism. By incorporating the ideals of local wisdom in higher education learning, students are expected to have a grasp of their own local wisdom, thereby generating a passion for their culture. The practice of using the values of local wisdom in higher education learning may be done for all courses, including English. In using the values of local wisdom in learning of higher education, it must adapt to the degree of ability of students at university, according to the materials/subjects supplied, and the learning methods delivered. Local wisdom-based learning allows students to constantly be connected to the real issues they confront daily. In other words, this learning model asks all of us to constantly stay near and keep the surrounding ideals in the community. This learning paradigm may be recognized by numerous things as follows:

3.2.1. Legal ideas and foundations

An educator is not enough just to be knowledgeable and broad-minded, but to reflect on the transfer of knowledge must also be accompanied by emotional skills, namely how an educator must be able to enter the world where the student is. In this matter, there is one thing that must be remembered, namely "a student who comes to a class or school is not just like an empty glass, but they have brought knowledge and habits from the place where that student lived. In other words, the environment where a student lives will be different from other students' environment. That way, it is inevitable that their social and economic status will also be different. Likewise in local communities, in a local community, one will definitely be different from other local communities.

3.2.2. The goals and benefits of education based on local wisdom

The purpose of education based on local wisdom is in accordance with the national laws that have been stipulated in the national law, namely Law (UU) No. 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop capabilities and shape the character and civilization of the nation. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

3.2.3. The importance of a value

The meaning of these values is integrity that will become the identity of a nation. With these values, a nation will become advanced and dignified. The same is true in the world of education. A teacher can never be separated from a simple word called value. Because with these values, a teacher will have integrity which will eventually become an identity, and with this identity, a teacher will have a uniqueness that will distinguish him from other teachers. This is where there is usually a tendency that usually occurs among teachers is that they often compete with the teaching methods they have and have learned. They do not realize that integrity cannot be simplified with just a word method. In other words, it can be said that no matter how good the method is, if it is not accompanied by the integrity that is in the teacher, the method will not be effective. The way that an educator can do is to explore the potential values that exist in a

local community. From there, an educational actor will be able to change the world of education he is living and practicing.

3.2.4. Introduction of environmental identity through learning media

The methods that can be used to introduce the environment in learning based on local wisdom are actually very varied. For teachers of Indonesian, English and Javanese, they can assign students to write an essay about the tourism potential of the city. For art teachers, you can teach them how to draw a typical Javanese house, limasan and joglo. For mathematics teachers, they can introduce geometric shapes to students through the shape of the roof of a traditional house. Another method that can be practiced is through storytelling activities, by including pictures, photos, dolls, music, traditional house miniature houses, or teacher's belongings.

3.3. Conceptual framework in the application of local wisdom

A conceptual framework that can be used by teachers at the level schools by incorporating elements of local culture into the process English learning such as:

1. Examine the problems that develop in a community.
 1. (a)
 - i. Studying the most difficult problems
 - ii. Giving enlightenment and choose the main problem
 - iii. Choosing learning resources to develop
2. Making group and developing potential group
 1. Choosing the right theories/approaches
 2. Reviewing the learning resource/learning center model
 3. Developing research groups related to learning
 4. Testing these learning resources
 5. Participating in the model development planning process learning.
3. Participation in planning development
 1. Building activities for model development from source
 2. Learning/determining success indicators

3. Holding a try out learning model
4. Evaluating and concluding
 1. Evaluating the performance of the work group
 2. Summarizing the implementation of findings in development learning resources

Below is an example of the implementation of learning local culture in English subjects:

1. Preliminary activities

Apperception and Motivation:

1. (a) i. A. The teacher shows a big picture that can illustrate the story discussed.
B. The teacher asks the students what activities are in the picture.

2. Core Activities

Exploration

In exploration activities, students are asked to demonstrate the instructions given by the teacher (for beginners, the teacher can give examples in demonstrating the instructions given).

Elaboration

In the elaboration activity, students are asked to demonstrate the instructions given by the teacher in groups. The teacher can motivate students to be cohesive with the group.

Confirmation

In confirmation activities, the teacher asks questions about things they have not understood yet and the teacher and students ask and answer to straighten it out the misunderstanding, provide reinforcement and conclusions.

1. Closing Activities

In the closing activity, the teacher can randomly appoint students to demonstrate the instructions given.

4. Conclusions

Developing English learning in universities using local wisdom can be beneficial to introduce values that are relevant and useful for education. The method used in learning

English based on local wisdom has great potential in creating a nation of character. Therefore, local wisdom-based education can be done by revitalizing local culture and must become the government's concern, particularly because education development is a top priority in the context of national development. In optimizing educational autonomy, it will create a learning community with the development of social infrastructure that departs from the elements of education in the community. In this case, it is returned to local wisdom and culture owned by the local community, with the potential and motivation towards a scholarly society. In order to create a learning process and personal education for students in educational institutions, especially in universities, the government expected to provide access to education that can help create a good teaching and learning process.

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