

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Learning English as a first language has many advantages, especially during the crucial times mentioned earlier. This is in line with neurolinguistic theory, which highlights the brain's plasticity or ability to learn languages in high school. Learning English for learners can be both a challenge and an advantage in the learning process. The advantage is that learners are less worried about learning, so their readiness, enthusiasm and curiosity will be higher than other learners.(Liquin, Lombrozo, 2020).

However, the challenge is that teachers must also be able to maintain this willingness, enthusiasm and curiosity as learners learn English. The last characteristic that young learners have is that they easily forget the concepts or vocabulary that they learn because learning is still in the cognitive development stage. Therefore, teachers as facilitators in language learning need to find effective ways to achieve success in English learning especially for young learners(Bergdahl, 2022).

English is an international language, thus it must be implemented oriented towards the formation of language skills and other sciences. The success of English language learning cannot be separated from the role of teachers in teaching activities in developing students' potential so that their cognitive and affective develop. Language learning is developed through dignified learning that reflects cultural values and norms. Values and culture can be taught by integrating affective aspects of English learning

by utilizing texts with local culture around students. The utilization of texts with local wisdom serves to introduce regional culture so that it can be preserved and develop the character of caring and pride in ancestral heritage.

Various kinds of texts with local wisdom such as texts with themes of art, customs, mutual cooperation activities, traditional food and other regional cultures. Integrating local culture into teaching English to young students seems feasible. In addition to learning English, students also learn about their own culture and identity. Furthermore, it will help learners, especially young learners, understand English better because they know the context and it is close to their real life (Rosa, et al.2022).

Several studies show that integrating local culture into English teaching has a positive impact because it improves the learning and teaching experience (Suci,et al.2021). Integrating local culture here means including local stories and cultural arts that exist in certain areas, especially in South Kalimantan. This is also implied. in Qur'an Surah Ar-Rum: 22.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّكُمْ وَالْوُأْنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِينَ

The implied meaning of the verse above, it can be explained that among the great signs of His power and uniqueness are the creation of heaven and earth, as well as differences in language and skin of God. You Indeed, in all this there is evidence of people who are educated and have the eyes of the heart.

In this case, it also means that investigating the incorporation of

local knowledge is crucial to helping educators and learners of English. The integration of local wisdom has been found by numerous Academics, educators, and teachers to have a positive effect on English language instruction and learning. Teachers may, however, run into issues when teaching English utilizing local knowledge. In response to the author, this research problem is extremely fundamental since teachers encounter difficulties and obstacles when teaching English utilizing local wisdom.

Research on the difficulties and possibilities of incorporating local wisdom in teaching and learning has been done recently. What obstacles must English teachers overcome in order to integrate local wisdom into their lessons, and how is this integration going? Teachers can use local knowledge to learn English.

Papadahan, which is typically conveyed through proverbs or sayings, is a way for citizens to respectfully and indirectly remind or advise one another. In actuality, papadahan teaches positive interactions with the environment and other people in addition to social behavior. Simply put, Balangan folklore is a cultural legacy rich in life values that have been passed down from generation to generation in the form of stories, tales, or legends. Papadahan can also be viewed as a means of teaching moral values through stories or expressions that contain moral messages that are in accordance with the social and cultural conditions of Balangan society.

Local cultural values, traditions, and knowledge are preserved and passed down through the community through these folktales. The younger generation is educated by these folktales to preserve existing culture and understand life. Although many of these folktales have been updated or modified over time to reflect the times, the moral lessons they are meant to impart remain at the center of the narrative.

This research focused on exploring the integration of local wisdom in language learning at SMAN 2 Paringin, Balangan Regency using case study method and data collected from interviews and observations. This research expected to find out the strategies can be used to incorporate Papadahan and Balangan Folklore into the language classroom and extent does teaching with Papadahan and Balangan folklore promote cross-cultural understanding among students.

## **B. Definition of Key Terms**

Some search-related terms are clarified to avoid misconceptions.

### **1. Local Wisdom**

Refers to the knowledge, values, traditions and culture of a particular local community or society. It can include aspects such as customs, folklore, ethics, or ways of thinking that are specific to a region or group.

### **2. English Language Learning**

The process by which a person acquires English language skills, including understanding, speaking, reading, and writing in a particular language.

### 3. Papadahan and Balangan Folklore

Papadahan and folklore are components of oral culture and literature that convey values or messages from one generation to the next. The nation's life greatly benefits from the values found in folklore. It is typical to find parents listening to folklore to their children or grandchildren these days, especially folklore based on local wisdom, because of how advanced technology has become.

Children may become ignorant of their own local folklore as a result of this. In order for the younger generation to continue to recognize the culture and values found in folklore, efforts must be made to ensure its continued existence. Using local wisdom-based learning as instructional material, particularly for English language learners, is one of them.

#### **C. Research Questions**

The main questions that need to be addressed in this study are:

1. What strategies can be used to incorporate Papadahan and Balangan Folklore into the language classroom?
2. To what extent does teaching with Papadahan and Balangan folklore promote cross-cultural understanding among students?

#### **D. Objective Study**

1. To find the strategies can be used to incorporate Papadahan and Balangan Folklore into the language classroom.
2. To find the extent does teaching with Papadahan and Balangan folklore promote cross-cultural understanding among students.

#### **E. Significance of Study**

Students, teachers, and researchers gain from this research in both academic and practical ways. Through the incorporation of Balangan folklore and local wisdom, specifically the practice of papadahan (local wisdom in Balangan), into an educational framework, this research seeks to enhance the field of language learning. A largely unexplored area that could give students a more interesting and culturally relevant learning experience is the incorporation of local wisdom into language instruction. This study can enhance language learning through contextually rich materials and promote an appreciation of local culture by integrating papadahan and Balangan folktales into language instruction.

Additionally, given that indigenous knowledge and traditions are in danger of being excluded in the context of globalization, the study emphasizes the significance of conserving and advancing local wisdom. This study will shed light on how local customs, such as folklore and papadahan, can be utilized to improve language instruction and preserve cultural identity, especially in Balangan, South Kalimantan.

Additionally, this research may have practical ramifications for curriculum development and language instruction strategies in Indonesian

schools, particularly in regions with a strong local culture. This study presents a fresh viewpoint on the ways in which local tales and proverbs can be employed as instructional resources to uphold moral principles, foster a sense of community, and enhance students' language proficiency. In addition, by supporting the inclusion of local knowledge in the curriculum to create a more diverse and inclusive learning environment, this research adds to the larger conversation on multicultural education.

This research certainly serves as a basis for future investigations into the function of cultural narratives in education. The inclusion of Balangan papadahan and folklore in educational settings can act as a model for incorporating indigenous knowledge systems into more general educational practices since they offer important lessons on morality, social harmony, and environmental stewardship.