

## **CHAPTER I**

### **INTRODUCTION**

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

Different viewpoints from other journals on the best strategy for promoting successful language acquisition have been stimulated by incorporating cultural components into English language instruction. There are two schools of thought on which cultures should be taught in English classes. One school of thought suggests teaching English and English culture together, using native resources as examples. Miftakh et al. (2018) cited Adelman & Levine (1993:73) stated that an individual's capacity to comprehend various communication methods that impact culture is directly linked to their effectiveness in building cross-cultural connections. However, using a language without understanding its cultural nuances may lead to ambiguity and a misinterpretation of its intended meaning in a target language. This occurs because two people who speak different languages may not perceive the same world and surroundings when they converse with one another. Their communication style will reflect the ideals and perspectives they have embodied. To help students comprehend diversity in nations, backgrounds, attitudes, and beliefs, English teachers must include cultural awareness in their classes and teach grammar, vocabulary, speaking, listening, reading, and writing by (Afriani et al., 2021). The other school of thought suggests using local resources to teach non-English speaking pupils, as it provides a more authentic experience of their local

community. Teachers may help students develop a feeling of cultural awareness and a sense of belonging to their own local culture by including the local languages, customs, traditions, and cultures in the teaching and learning process.

Local culture is very important to be introduced to the younger generation or children. Like teaching English by using local culture in Indonesia, so that children can recognize and love what is in Indonesia. Teaching English does not have to use culture outside of Indonesia; we can utilize local culture to be used as a learning material.

Indonesia is a country that is rich in local cultures unique to each area, for example, in South Kalimantan, which is dominated by the Banjar people. The Banjar people have cultural values that have been entrenched deep within people's lives and passed down from generation to generation. In educational contexts, especially when teaching English as a Foreign Language (EFL), these indigenous cultural values may be used as contextual and relevant learning materials and made to support learners' identity (Jumainah et al., 2019).

For English as a foreign language (EFL) education, incorporating local culture is important in making instructional materials more relevant to learners' reality. Banjar culture is one manifestation of local culture that is rich in values and customs and developed in South Kalimantan. Banjar culture is composed of traditional values, local languages, folklore, art, local

wisdom, and belief systems, forming the Banjar identity (Jumainah et al., 2019).

The importance of including local culture in English Language Learning. Including local culture in English learning can also improve language comprehension, communication skills, and develop language and cultural understanding for students. In addition, it can also improve the ability to understand local culture and intercultural communication. Not only that, local culture also has benefits for language learning, such as providing meaningful and interesting language experiences. Using local culture to teach English can also motivate and engage students by making the learning process easy to understand because the material taught is in their real life, and increase students' awareness of the culture that exists in their area. In addition, by incorporating local culture in English learning, students also learn about cultural norms, values, and perspectives.

Incorporating Banjar culture into EFL teaching makes students learn English in a known and meaningful environment. For example, teachers can make use of Banjar folk stories as reading material or narrative text examples in class, or Local customs as discussion topics, descriptive topics, or presentation topics in English. Not only is it effective in making students acquire structures of the language, but also in constructing cultural identity in the context of global learning (Jumainah et al., 2019).

It is implied in the Al-Qur'an surah Al-Kahf verses 66 and Al-Hujurat verses 13:

(Q.S Al-Kahf: 66):

قَالَ لَهُ مُوسَى هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَني مِمَّا عُلِّمْتَ رُشْدًا

Verse 66 of surah Al-Kahf emphasizes how important it is to recognize and respect human dignity. Similarly, this study emphasizes how important it is for teachers to be culturally sensitive when incorporating local culture into EFL teaching methods.

(Q.S Al-Hujurat: 13)

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَأُنْثٰى وَجَعَلْنٰكُمْ شُعُوبًا وَقَبَايلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

In verse 13 of Surah Al-Hujurat, the concept of cultural awareness is discussed. Understanding and applying local culture in teaching is essential.

In addition, this study will discuss Teacher's Practices on Integrating Local Culture in teaching EFL. The teacher implements local culture in teaching English at school, and the teacher and students benefit from teaching using local culture.

This research will be conducted at the junior high school level, which has used culture as a material in learning English. The researcher chose SMPN 4 Banjarmasin as a place of research because the school has used local culture as an English teaching material, such as folklore as English teaching material. The students are asked to memorize the folklore provided by the English teacher.

Previous research on the representation of local culture in Indonesian EFL textbooks: rationales and implications has discussed the 2013 curriculum and EFL textbooks. This research has future implications for the Indonesian EFL context, There are two predominant implications: teachers' role and moving beyond the local culture (Mahmud, 2019). However, the researcher suggests that future researchers discover the students' beliefs and preferences regarding the cultural values in the textbooks, as well as the impact of cultural elements on their learning motivation. Thus, the difference between this research and the journal is that the researcher focuses on how teachers incorporate local culture into foreign language teaching and whether students perceive any benefits.

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

### **1. Local Culture**

Local culture is the activity that exists within the community, playing a very important role in the community environment. In general, local culture is born from the spiritual impulse of society. The local culture in this research refers to the traditional practices, values, norms, and knowledge of the Banjar people of South Kalimantan for teaching English as a foreign language in junior high school.

### **2. Teacher's Practice**

Teacher's practice in this research refers to strategies, methods, and actions employed by English teacher to integrate local culture elements into their teaching. it includes lesson planning, material section,

classroom activities, and cultural discussion to enhance students' engagement and comprehension.

### 3. English as a Foreign Language (EFL)

The English as a foreign language in this study refers to the English as a learning and teaching process of English in a non-English-speaking country, which focuses on how English, in terms of local culture incorporation, is taught in the SMPN 4 Banjarmasin Indonesian classroom.

## **C. Research Questions**

Based on the research background above, the writer will investigate and focus on:

1. How does the teacher implement local culture as English teaching material?
2. What are the benefits of using local culture in teaching English?

## **D. Objectives of Study**

Based on the research question above, the research objectives of this research are stated as follows:

1. To find out how the teacher implements local culture as English teaching material.
2. To find out what are the benefits of using local culture in teaching English.

## **E. Significance of Study**

### **1. For the Students**

With this research, the author hopes that students can learn more about the culture that exists in Indonesia. besides, it can also increase knowledge about the local culture around students, and cultivate a love for their own culture.

### **2. For the Teachers**

With this research, the author hopes that teachers can make better use of the local culture that exists in Indonesia to be used as English language training material in the classroom.

### **3. For the Researcher**

With this research, the author hopes to use local culture as a learning material for English in the classroom.