

APPENDICES

Appendix I. Translation of Al-Qur'an

Surah Al-Hujurat (49:13): “O mankind! Indeed, we have created you from a male and a female, and made you into nations and tribes so that you may know one another. Indeed, the most noble among you in the sight of Allah is the most righteous. Truly, Allah is All-Knowing, All-Aware”.

Appendix II. Research Instrument

Instrument of RQ 1: What is teacher's experience when adding local wisdom materials in English learning?

a. interview guideline to the teacher experience in integration

This interview and observation guideline is designed based on (Pahlevy et al., 2022) and (Faldes Hulu et al., 2024)

No.	Interview questions	Participant's response
1.	Teacher experiences and motivation when teaching using local wisdom-based materials	
	<p>1. Could you share your experience with integrating local wisdom into English language learning?</p> <p>(possible) probes:</p> <ul style="list-style-type: none"> - when did you first begin incorporating local wisdom into your learning? - can you share an example of a situation in class when you used it? - have there been any changes in your teaching methods since incorporating local wisdom? <p>2. What motivated you to local wisdom into English teaching?</p> <p>(possible) probes:</p> <ul style="list-style-type: none"> - was it primarily to preserve culture, increase student interest, or aid language comprehension? - did your personal background or the values in your environment influence this decision? - what is your perspective on the role of local wisdom in the era of globalization? 	
2.	Integration used by teacher and her views on students' responses when taught	

	using local wisdom-based materials	
	<p>1. In what ways do you typically incorporate local wisdom into English language learning?</p> <p>(possible) probes:</p> <ul style="list-style-type: none"> - do you use folk tales, proverbs, regional song, or local traditions as teaching materials? - could you explain how you adapt these materials into several skills? - do you more often create or modify your material? <p>2. How do you perceive students' responses when incorporating local wisdom, into English language learning?</p> <p>(possible) probes:</p> <ul style="list-style-type: none"> - do students more enthusiastic? - can you share moments when students reacted positively or negatively? 	
3.	Obstacles experienced by teacher in the classroom when integrating local wisdom-based materials	
	<p>A. What challenges or obstacles do you encounter when integrating local wisdom into English language learning?</p> <p>(possible) probes:</p> <ul style="list-style-type: none"> - is it difficult to find suitable teaching materials or references resources? - are time constraints or curriculum demands obstacles? 	

b. observation check-list: teacher experience in integration

Aspect of observation	Yes	No	Additional Notes
Teacher experience and motivation			
Teacher connects personal experiences and cultural backgrounds to learning			
Teacher provides examples of the benefits of integrating local wisdom into daily life and its impact on the future			
Teacher connects the use of local wisdom with the preservation of culture			
Forms of integration and student response			
Teacher use media and tools that reflect the local culture, such as pictures, songs, videos, and real objects			
Students actively ask questions and discuss material that incorporates elements of local culture			
Student responses when locally-based material is linked to English language skills (e.g., reading, speaking, or writing)			
Teacher challenges or obstacles			
Teacher seem to have difficulty explaining local cultural concepts in English			
Time constraints hinder the development of culturally based materials			
Media and support tools are inadequate			

Instrument of RQ 2: What does teacher argues that integration helps learning or adds to cognitive load?

a. Qualitatives Questionnaire

This interview and observation guideline is designed based on (Ridho et al., 2021) and (Leton et al., 2025)

<p><u>Qualitative Questionnaire with Open-Ended Question</u></p> <p>About teacher's opinions that integrating local wisdom in learning makes teacher feels helped or adds to the cognitive load</p>
<p>A. Identity of Respondent</p> <p style="padding-left: 40px;">Name :</p> <p style="padding-left: 40px;">Gender :</p>
<p>B. Open-Ended Question</p> <p>1. In your opinion, how can integrating local wisdom help students better understand English material?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. Do you think that using materials based on local wisdom makes it easier for students to understand the lesson, or does it increase their cognitive load? Why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3. Can you share specific experiences when students were particularly helpful or had difficulty with material that included local wisdom?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>4. If students feel overwhelmed, what strategies do you typically use to reduce their cognitive load? (for example, simplify the text, use visual media, or incorporate repetition)</p>

<p>.....</p> <p>.....</p> <p>.....</p>
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b. direct observation: teacher argue

Aspect of observation	Yes	No	Additional Notes
Indications of local culture helping to reduce intrinsic load			
Students understand vocabulary and structure more quickly when these are connected to their cultural experiences.			
Students can connect local cultural knowledge with English concepts.			
Indications that material is burdensome (increasing extraneous load)			
Students seem confused when local culture material is presented in an overly complex way			
Some students lose focus or are reluctant to participate when locally based materials are used.			
The teacher’s instructions are too complicated, making it difficult for students to understand the connection between local culture and English.			
Teacher strategies for optimizing germane load			
Teacher simplifies local cultural materials to suit students’ ability levels			
Teacher uses visual and audio media, such as pictures, videos, and stories to enhance			

understanding.			
Teacher encourages students to associate English vocabulary and language structures with familiar cultural concepts.			

Appendix III. Research Letter

SURAT PERSETUJUAN

Skripsi yang berjudul : PRESERVING CULTURE IN A GLOBALIZED ERA: A
TEACHER'S EXPERIENCE IN INTEGRATING LOCAL
WISDOM IN ENGLISH LANGUAGE LEARNING

Ditulis oleh : ALFI ELISA APRILIANI

NIM : 220101030441

Jurusan : TADRIS BAHASA INGGRIS

Semester : VII (TUJUH)



Alamat : KEBUN BUNGA JLN.MANUNGGAL 2 GANG 6
BANJARMASIN TIMUR

Setelah diteliti dan diadakan perbaikan seperlunya, kami dapat menyetujuinya untuk dilakukan riset.

Banjarmasin, 19 September 2025

Pembimbing Skripsi

Mahasiswa

 <u>Nani Hizriani, S. Pd, MA</u> NIP. 197711272003122001	 <u>Alfi Elisa Apriliani</u> NIM.220101030441
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Nomor : B- 1438 /Un.14/III.1/PP.00.9/09/2025 23 September 2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala Unit Pengembangan Bahasa (UPB)
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Alfi Elisa Apriliani
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Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : kebun bunga, jln. manunggal 2 gang.6 no.15 banjarmasin timur
No HP : 081521643965

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 23 September 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



[Handwritten Signature]
Prof. Dr. Ahmad Muradi, M Ag
NIP 197808082005011006

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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SURAT RISET

Nomor : B- 1438 /Un.14/III.1/PP.00.9/09/2025

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Alfi Elisa Apriliani
NIM : 220101030441
Semester : VII (Tujuh)
Alamat : kebun bunga, jln. manunggal 2 gang.6 no.15 banjarmasin timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

PRESERVING CULTURE IN A GLOBALIZED ERA: A TEACHER'S EXPERIENCE IN INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE LEARNING

Tempat Penelitian : Unit Pengembangan Bahasa (UPB)
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 27 September 2025
Sampai Tanggal : 27 November 2025

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 23 September 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,

Prof. Dr. Ahmad Muradi, M. Ag
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Mahasiswa yang bersangkutan,

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Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

23 September 2025

Yth.
.....
.....

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 23 September 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



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Tembusan :
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Appendix IV. Research Completion Letter



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 Unit Kerja : UIN Antasari Banjarmasin

dengan ini menerangkan bahwa :

Nama : Alfi Elisa Apriliani
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 Judul Skripsi :

**“PRESERVING CULTURE IN A GLOBALIZED ERA: A TEACHER’S
 EXPERIENCE IN INTEGRATING LOCAL WISDOM IN ENGLISH
 LANGUAGE LEARNING”**

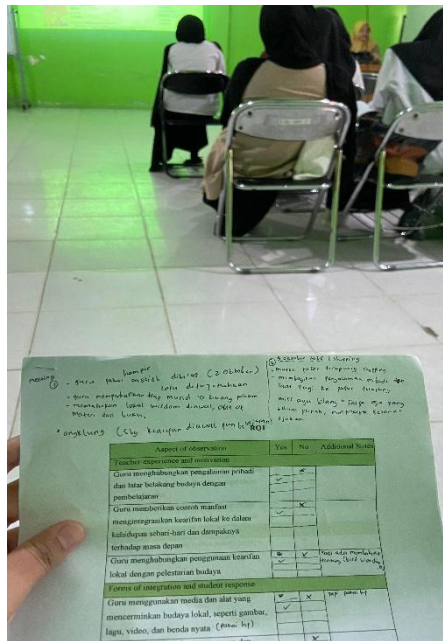
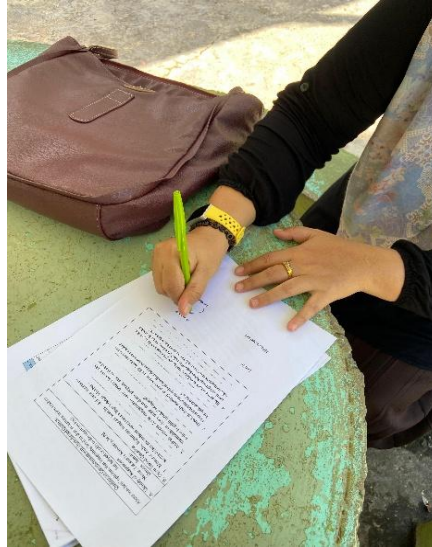
telah menyelesaikan riset di Unit Pengembangan Bahasa (UPB) UIN Antasari Banjarmasin mulai tanggal **27 September s.d 27 Nopember 2025**

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Banjarmasin, 15 Oktober 2025
 Kepala

 Dr. Fatwiah Noor, M.Pd
 NIP. 19850624 201903 2 009

Appendix V. Photographs










Appendix VI. Consultation Schedule and Notes

CONSULTATION NOTES

NAME OF ADVISOR: Nani Hizriani, S.Pd., M.A.

NIP. 197711272003122001

No	Date/day	Notes	Signature
1.	Monday, 21 July 2025	Consultation on research instruments and addressing revisions from the proposal defense.	
2.	Tuesday, 2 September 2025	Discussing the determination of participant size for data collection.	
3.	Friday, 26 September 2025	Applying for the research permit and approval data collection.	
4.	Tuesday, 9 December 2025	Consultation on interview result and preparation for drafting Chapter IV	
5.	Monday, 12 January 2026	Consulting on the drafting of Chapter IV and revising the theoretical framework in Chapter II.	
6.	Thursday, 16 April 2026	Finalizing Chapter IV and obtaining approval for Chapter II theories.	
7.	Tuesday, 19 May 2026	Overall approval of the thesis chapter.	

CURRICULUM VITAE

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 - b. Kitchen Staff 2022
 - c. Booth Attendant 2024
 - d. Volunteer International Events 2023
9. List of Scientific Works :
 - a. Publikasi Ilmiah di Media Massa Internasional “EchoTalk App for Easy Speaking Practice”
https://www.academia.edu/126883889/EchoTalk_App_for_Easy_Speaking_Practice?source=swp_share

Banjarmasin, 1 July 2026

Alfi Elisa Apriliani