

CHAPTER I

INTRODUCTION

A. Background of Study

Globalization has brought massive changes to education. In English language teaching, local traditions and wisdom are often pushed aside by the dominant global culture. It is asserted by (Ayu Shaleha & Purbani, 2019) state that because English has become a global language, its teaching sometimes ends up homogenizing cultures, causing people to lose their identity and forget their roots due to societal changes. In this situation, using local wisdom as teaching material is highly beneficial. It helps students become more aware of their own culture while still learning to appreciate others. In line with this, (Kramsch & Hua, 2016) argue that building intercultural empathy is a vital responsibility for modern language teachers. Therefore, language lessons should incorporate cultural norms and values, rather than just focusing on vocabulary and grammar. Furthermore, (Chanli Suzan & Dermitas Hasan, 2018) emphasize that modern teachers must maintain global awareness while remaining deeply committed to protecting their national values through an adaptive and virtuous personality.

This principle of mutual respect and cultural awareness is also reflected in the Holy Qur'an, Surah Al-Hujurat (49:13):

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
 أَنْفُسُكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

From the implied meaning of the verse above, it has explained that we as Muslims must respect each other because Allah has created humans from various tribes in order to know each other. Likewise, in the world of education, it is important to respect local wisdom in order to understand different cultures.

Discussing local wisdom in language learning can also boost students' motivation. They begin to realize that English is not just a school subject, but a tool to introduce their own culture to the world. When students see they can talk about their daily lives and traditions in English, they find a real purpose in learning. Unfortunately, with rapid technological advances, many people forget the importance of culture in managing their environment local traditions are often dismissed as outdated (Hariadi, 2018). Therefore, integrating local wisdom into English lessons is an effective way to teach strong character and cultural values to the younger generation.

Previous study by (Ayu Shaleha & Purbani, 2019), titled *"Using Indonesian Local Wisdom as Language Teaching Material to Build Students' Character in Globalization Era,"* highlighted how cultural integration helps preserve national identity while building linguistic competence. Their study focused on shaping student character to prepare them for globalization. However, there is still a gap in that previous

study primarily investigated students character building and did not explore the direct, lived experiences of the teachers themselves. While they suggested using literature for character education, there is a need to understand a practical challenges and strategies teachers face when actually implementing local wisdom in the classroom.

So, this research only focuses on teacher's experiences when they integrating local wisdom in the English learning. This includes the difficulties teacher experience when applying cultural norms and values in language learning, lack of support from the curriculum, or even difficulties when looking for relevant materials. Then the learning strategies they use such as collaborative learning, direct interaction with local communities or contextualizing the material. This part is important because a teacher has the responsibility to maintain local wisdom so that it does not disappear over time. With language learning, teachers can indirectly convey local wisdom to the younger generation especially students, so that they can recognize, understand, and appreciate cultural heritage so that the spirit of nationalism values of students does not fade while learning foreign languages.

By identifying these experiences, this research aims to evaluate whether integrating local wisdom truly supports learning or adds to the student's cognitive load. Understanding this perspective will let the researcher to develop more effective and balanced teaching strategies.

The experiences of a teacher integrating local wisdom values into

English lessons are explored in this research. The research took place at the Language Development Unit (UPB) of UIN Antasari Banjarmasin as the research site because of its rich cultural variety. The goal is to clearly show which strategies worked, what problems came up, and what the final results were. Data were collected through direct observation, in-depth interviews, qualitative questionnaires and assignment documents. Therefore, the researcher will conduct research with the title "Preserving Culture in a Globalized Era: A Teacher's Experience in Integrating Local Wisdom in English Language Learning".

B. Definition of Key Terms

This section contains the definitions of the terms employed in the thesis to avoid confusion or misunderstanding. The essential terms outlined below provide additional constraints and aspects significant to this research.

1. Preserving Culture

Preserving culture refers to efforts made to maintain, protect and encourage local traditions, values and practices in the face of globalization. Like what Kramsch said (as cited in Qodriani & Kardiansyah, 2018) he argues that language and culture cannot be separated. This is part of communicative competence which includes cultural understanding, conversational routines, and the norms and values of the target community. In this research, it is specifically related to how cultural elements are maintained through English language

learning. Such as how students are able to accept local culture that is incorporated into learning materials and also students want to practice local culture in their school environment.

2. Teacher Experience

Teacher experience refers to the educator's personal and professional experience when implementing a particular teaching. (Graham et al., 2020) Argues that students are the most direct and closest evidence of the impact teachers have on students. This research focuses on an English teacher's experience with integrating local wisdom into foreign language teaching.

3. Local Wisdom

Local wisdom is local wealth that contains principles or ways of life. Local wisdom has the same meaning as character education, while character education is education that aims to integrate it into the school curriculum, the goal is for future generations to become people who are virtuous and in a good position (Anggraini et al., 2017). So, in this research leads to how a teacher's perspective when including local wisdom material in English language learning. In English language learning, local wisdom can be included through the material presented and cultural activities or habits.

4. English Language Learning

English language learning is a process of acquiring and developing proficiency in English as a second or foreign language. As has been said by (Mohammad Reza Ahmadi, 2018) Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication. So this research examines the effect of cultural integration on students' language learning and acquisition.

C. Research Questions

This research addresses the following research questions:

1. What is the teacher's experience when adding local wisdom materials in English learning?
2. How does the teacher argue that integration helps learning or adds to cognitive load?

D. Objectives of Study

The objectives of this research are:

1. To find out the teacher's experience when adding local wisdom materials in English learning
2. To see how a teacher argues that integration helps learning or adds to cognitive load

E. Significance of Study

This research aims to give both theoretical and practical benefits:

1. Theoretical benefit

From a theoretical standpoint, this research adds to growth of English teaching methods, specifically by showing how local culture traditions can be woven into foreign language programs. It offers a clearer academic view on how language learning and cultural values can work together. Also, this research serves as a helpful foundation for future scholars who want to explore the connection between mastering a global language and protecting local heritage.

2. Practical benefit

- a. For educators: This research offers practical ideas on how to blend English lessons with local culture. It functions as a guide for instructors to build more interesting and meaningful classes, while also suggesting ways to handle any problems that might come up during the process.
- b. For students: This research aims to boost students' enthusiasm about English by linking the lessons to their own daily lives. It helps them see that English is a powerful tool they can use to share their own traditions with the rest of the world.
- c. For Policymakers and School Leaders: These findings can help as a roadmap for designing school rules and lesson plans that prioritize local identity. This ensures that even in a globalized world, national character remains strong and is not pushed aside.