

# Exploring Local Wisdom Topic Into The English Materials Of Elementary School In Toraja Utara

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## Abstract

This research aims to find out what types of Toraja local wisdom topics are needed by elementary school students in North Toraja in local content English language teaching materials. This research was conducted in four North Toraja elementary schools, namely SDN 6 Rantepao, SDN 2 Tikala, SDN 7 Tikala and SDN 7 Sesean. The samples from this study were all fourth graders and English teachers who were selected using a total sampling technique. It consisted of 67 students and there were 4 English teachers. The instrument for this research is a questionnaire. The results of this research show that there are 10 local wisdoms topic that need to be included in English teaching materials as Public Speaking subjects, namely: Tourism object, Thanks giving, Funeral ceremony, traditional food, Traditional drink, clothing, social Values, Folklore, arts and Fairytale.

**Keywords :** *local wisdom, English, elementary school.*

## Introduction

English is one of the most important subjects taught in schools to prepare children to face the era of globalization. However, students often experience difficulties in learning English so that students consider English to be a difficult subject for them, as experienced by elementary school students in North Toraja. This is usually caused because the teaching material does not have a real context. Material that has no actual context is one of the causes of students' lack of interest in learning English (Husain, 2016) (Padmadewi et al., n.d.). Thus, students' English skills are very low. Therefore, through research on the development of English teaching materials based on local wisdom as a local content subject, it is necessary to attract students' interest and motivation to learn English so that students can have English language skills. Contextual learning can provide encouragement to students to study harder (Padmadewi et al., n.d.), (Astutik & Milarisa, 2021). Juridically, a policy has been issued to develop local wisdom in education based on the Constitution of the Republic of Indonesia number 20 of 2003 chapter XIV Article 50 Verse 5 emphasizes that district/city governments manage primary and secondary education, as well as locally based education units. Government regulation number 17 of 2010 article 34 states that education based on local excellence is education that is provided after meeting national education standards and is enriched with regional competitive and/or comparative advantages.

By integrating local wisdom in English teaching materials, students can more easily relate learning materials to their own experiences and culture (Rozaq, 2015). They will feel like they are in their own environment so they will have higher motivation in learning English because the material taught is relevant to their daily lives. Of course

this will help students understand English concepts better and apply them in real contexts while learning about their local wisdom (Liansari, et al., 2021), (viktor Siumarlata et al., 2023).

Developing local wisdom-based English teaching materials that suit local content can also increase students' understanding of local values and their cultural identity. In language learning, students not only learn grammar and vocabulary, but also learn the values contained in the language. By introducing local wisdom that is appropriate to local content in teaching materials, students will better understand and appreciate their own cultural values, which in turn can increase their sense of pride and love for local cultural heritage (Martia Azizah & urya, 2017).

Apart from that, the development of English teaching materials based on local wisdom that are in accordance with public speaking subject can also strengthen the connection between schools and the surrounding community. By involving elements of local wisdom that are in accordance with local content in learning, this not only makes a positive contribution to the development of teaching materials, but also expands the school's network with the surrounding environment (Kostikova et al., 2018). In this way, English education no longer feels isolated from students' social and cultural realities, but instead becomes an integrated part of their lives by paying attention to the local content around them. (Susanti et al., 2021), (Patiung, 2017).

English teaching materials based on local wisdom that are appropriate to local content can be a means of strengthening understanding and respect for local cultural riches (Padmawati et al., 2009). In this era of globalization, it is important for the younger generation to remain connected to the values and traditions of their local culture. By including elements of local wisdom that are appropriate to local content in English learning, students will become agents of learning and developing local wisdom in their environment. (Kostikova et al., 2018), (Afriani, 2019). This will help maintain the sustainability of local culture and develop a sense of love and care for their cultural heritage in accordance with the local content surrounding the brand (Fitri et al., 2016). (The local wisdom in question includes folklore, traditional dances, names of objects and other relevant cultural values.

Based on the results of pre-observations carried out by the team in the field in several elementary schools, the team found that the material taught was still general in nature and not very touching or based on local wisdom. Therefore, it needs to be reviewed and revised again so that learning English as one of the local content subjects is more contextual.

## **Method**

This research is quantitative descriptive research. The sample from this research was all the fourth grade students and English language teachers at elementary schools in Toraja Utara of the four elementary schools namely SDN 6 Rantepao, SDN 2 Tikala, SDN 7 Tikala and SDN 7 Sesean. The sampel consist of 67 students and 4 English teachers who were selected using a total sampling technique. The instrument of this research was a questionnaire. The research steps are: 1) Observation 2) Formulating instruments, 3) Collecting data, 3) Identifying the English language needs of elementary school students in North Toraja.

## Results

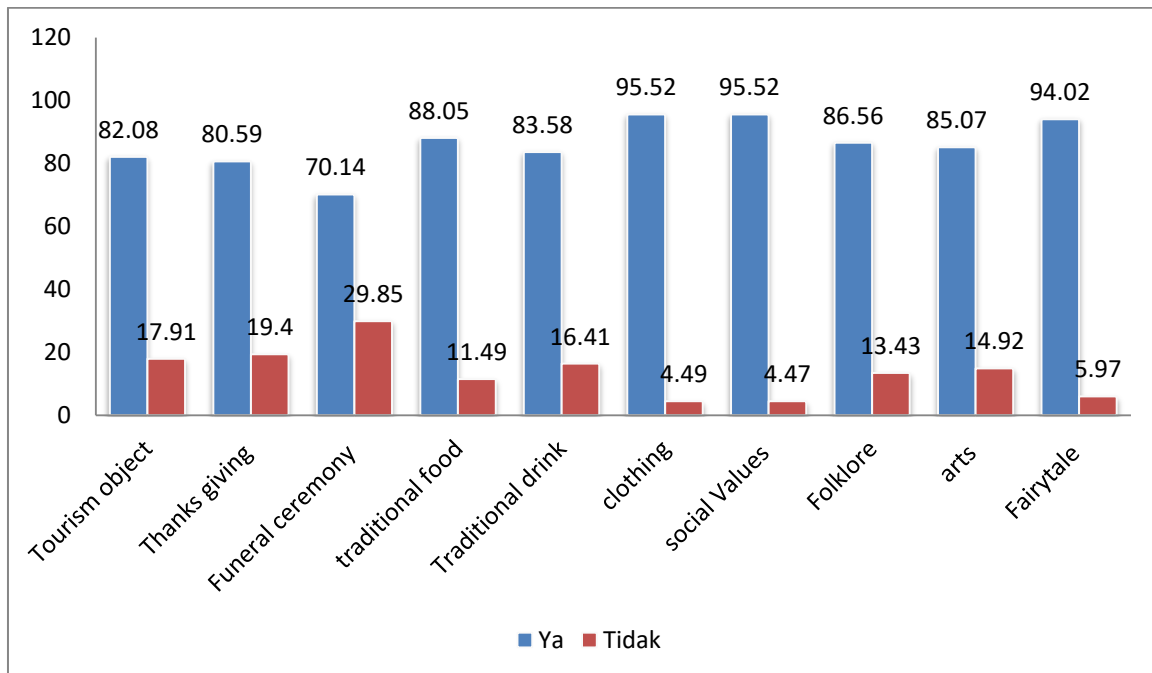
After analyzing the data collected from respondents in this research, several Toraja local wisdoms were found that could be included in English teaching materials as follows.

### Results of student answers

Below is a percentage of several Toraja local wisdoms based on answers from 67 respondents

**Table 1.** students' answers

No	Subtopics	Yes	No
1	Tourism object	55	12
2	Thanks giving	54	13
3	Funeral ceremony	47	20
4	traditional food	59	8
5	Traditional drink	56	11
6	clothing,	64	3
7	Social Values	64	3
8	Folklore	58	9
9	arts	57	10
10	Fairytale	63	4



The diagram table 1 above shows that there are ten (10) local wisdoms that need to be included in local content English subjects as material based on the results of the English teacher's answers. in the diagram above and table it can be seen that there were 55 respondents (82.08%) who answered "Yes" and there were 12 respondents (17.91) who answered "no' on the topic about *tourism object*, while on the topic about *rambu tuka* there were 5 respondents (80.59 %) who answered "yes" and there were 13

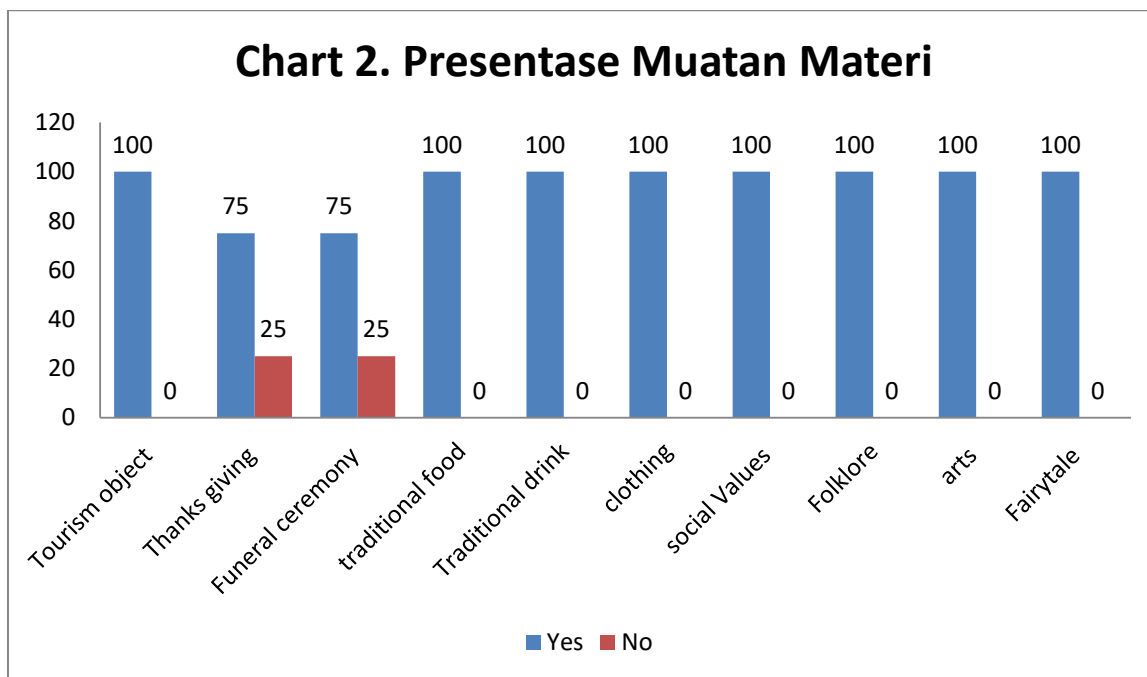
(19.40%) respondents who chose "no". On the topic of *rambu solo* there were 47 respondents (70.14%) who answered "yes" and there were 20 (29.85%) respondents who answered "no". Topic about *traditional food*, there were 59 respondents (88.05) who answered "yes" and 8 (11.49%) who answered "no". There were 56 respondents (83.58%) who answered "yes" and yes 11 respondents answered "no" 16.41%) on the topic of *traditional drinks*. For the topic of *traditional clothing*, there were 64 respondents (95.52%) who answered "yes" and 3 (4.47%) respondents who answered "no". then the topic of *social values*, there were 64 respondents (95.52%) who answered "yes" and there were 3 (4.47%) respondents who answered "no". Next, on the topic of *Folklore* there were 58 respondents (86.56%) who answered "yes" and there were 9 (13.43%) respondents who chose the answer "no". And on the topic of *Arts* there were 57 respondents (85.07%) respondents who answered "yes". the last was the topic of *fairy tales* where 63 respondents (94.02%) answered "yes" and 4 (5.97) respondents chose the answer "no"

### Results of answers from the teacher

Below is a percentage of several Toraja local wisdoms based on answers from 4 respondents

**Table 1.** Teachers' answer

No	Subtopics	Yes	No
1	Tourism object	4	0
2	Thanks giving	3	1
3	Funeral ceremony	3	1
4	traditional food	4	0
5	Traditional drink	4	0
6	clothing,	4	0
7	Social Values	4	0
8	Folklore	4	0
9	arts	4	0
10	Fairytales	4	0



The diagram and the table 2 above shows that there are ten (10) local wisdoms that need to be included in local content English subjects as material based on the results of the English teacher's answers. In the diagram above it can be seen that there were 4 respondents (100%) who answered "Yes" and no one answered "no" on the topic about *tourism object*, while on the topic about *Rambu Tuka* there were 3 respondents (75%) who answered "yes" and there was 1 respondent who chose "no" (25%). The topic about *Rambu Solo*, there were 3 (75%) respondents who answered "Yes" and there was 1 (25%) respondent who answered "no". Then the topic about *traditional food*, there were 4 respondents (100%) answered 'yes' and no one answered "no" 0 (0%). Next there were 4 respondents (100%) who answered yes and no one answered (no) 0 (0%), and on the topic of *traditional drinks*. Then there were 4 respondents (100%) answered "yes" and no one answered "no" (0%) for the topic of *traditional clothing*. There were 4 respondents (100%) who answered "yes" and no respondents answered "no" on the topic of *social values*. There were 4 respondents (100%) who answered "yes" and no respondents answered "no" on the topic of *Folklore*. There were 4 respondents (100%) who answered "yes" and no one chose the answer "no" on the *topic of Arts*. The last one was the topic about *Fairy Tales* where 4 respondents (100%) answered "yes" and no one chose the answer no (0%)

Based on the data above there are several Toraja local wisdom that can be integrated into English teaching material, they are Tourism object, Thanks giving, Funeral ceremony, traditional food, Traditional drink, clothing, social values, Folklore, arts, Fairytale. Based on the results of this research shows that this research is in line with the previous researcher of this research.

## Discussion

Teaching material has an important role in the teaching learning process because it can influence the students' interesting in learning. Teaching materiel provide instructional guidance for the teacher that can help them to teach in the classroom well without look at the syllabus anymore because the teaching material is already designed

based the syllabus (Mardhatillah et al., 2019),(Beniario et al., 2023) . How ever, teaching material should be designed contextually. Such as teaching material based local wisdom. Designing teaching material base local wisdom can help the students to reach their understand about English beside learning their culture. (Beniario et al., 2023),(Deardorff, 2009),(Udiyana & Arnyana, 2022) . There fore, it is very for the teacher to design teaching English material more contextual to increase the students motivation in learning English.

Some previous researchers also had conducted the research about English teaching material based local wisdom and the result shows that it can motivate the students in learning English. English teaching material based local wisdom is the one of the effective and interesting technique in teaching English because it closed with the students' learning activity (Dharma et al., 2021). In addition researcher found out the most of the students interested in learning English when the topic related to local culture because it can help them in writing their ideas easily (V. Siumarlata & Arrang, 2023a), (Sujinah et al., 2019). Using Local wisdom material can make the student to be more confidence in speaking English because it is more familiar for them so they can describing things more esaly (Prayudha. S, 2023), (L et al., 2019) There are some There some toraja local wisdom can be cooperating in English teaching Material epically in teaching writing they are Tourism object, Thanks giving, Funeral ceremony, traditional food, Traditional drink, clothing, social Values, music , song and arts (V. Siumarlata & Arrang, 2023b).

In this research found out there are ten toraja local wisdom can be integrated into English teaching material for fourth grade elementary school students based after analyzing the data obtain from the responden. There are Tourism object, Thanks giving, Funeral ceremony, traditional food, Traditional drink, clothing, social Values, Folklore, arts, Fairytale. Based the result of this research shows that this research is in line with the previous researcher of this research.

## **Conclusion**

Based the result after analyzing the data obtain from the respondent it can be concluded that Local culture topic is very important integrated into English teaching material. There are ten Toraja local wisdom can be integrated into English teaching based the result of this research they are: Tourism object, Thanks giving, Funeral ceremony, traditional food, Traditional drink, clothing, social Values, Folklore, arts, Fairytale. Based the result of this research shows that this research is in line with the previous researcher of this research.

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