Inserting Teaching Local Culture as Character Building in Teaching English Speaking

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ABSTRACT

This study is aimed at having critical analysis in teaching English as a foreign language which generally does not give much attention in teaching local culture especially intercultural communication. Promoting the character building as character education in the teaching learning process (TLP) is one of the instructional objectives. Commonly, the current belief in English TLP is only inserting foreign cultural values which do not always match with our own culture. Moreover, the exits activity and material do not represent character education. Here, for instance, there is an absence of explicit statements about character aspects that are needed to be included in students' activities. Dealing with the main learning objective (LO) of our national education, the current belief should be changed by integrating our local culture (Indonesian) in English TLP to achieve national education goals in promoting character building. It is mainly purposed to maintain, encourage and build spirit of nationalism individually or nationally.

Keywords: *character building, local culture, teaching English*

INTRODUCTION

It is commonly believed that education has an important role in national development. It is supported by Education national system law number 20 year 2003, chapter 3 stating that the goal of national education is to develop educated people with life skill and good character building. Then, chapter 1 article 1 and 2 states that Education is regarded as an investment in human capital formation that lays foundation for future economic growth and development of our country. Therefore, all levels of our education should integrate character values into curriculum, syllabus, and lesson plan in the teaching learning materials. Indonesian ministry of education develops grand design for implementing character values in all level of education. The bloom taxonomy as stated by Krathwohl (2006:1) describing educational objectives is a framework for classifying statement of what TLP expects or intends students to learn as a result of instruction. Bloom taxonomy divides the education goals into three domains; cognitive involves knowledge and the development of intellectual skills; affective which includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes and the last is psychomotor domain which includes physical movement, coordination, and use of the motor-skill

areas. According to Krathwohl, Character building can be measured and observed from affective domain. Basically, characters can be seen from activities which involve student' interaction. In other words, characters are always tight to how the students behave as learning objectives have intended before.

Tantra (2012) stated that there are four reasons why character building should be integrated in education. First, education is an effective process to develop character. It is generally agreed that the character building should be started from the family and then school and also society. It can be described that Education in the family is the fundamental education to develop a child with good character building. Education in the school will also be developed to strengthen the good character building which a child has from the family. Then, in the environment, a child will have a chance to implement the good character building in daily life interaction. Second, education is a long term process. It means that education is stated from childhood. One of the goals is to teach character started from childhood. Third, it is believed that educating character building can avoid bad characters. The importance of education does not only develop intellectual quotient, but also emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. Finally, through education based on character building the students will have the opportunity to develop their potentials optimally. The last reason is, through education, the character building can be taught to the teachers, students and all of the stock holders of the school. It means that education covers character building direct and indirectly as stated learning objectives.

line with the importance of education and characters building, it is urgently needed to have a critical study of education in this country for the sake of providing better generation in the future who has high spirit nationalism. This study is aimed to change the paradigm in the common practices of English language teaching in providing chances the learners to learn or have contact with a foreign culture. In line with teaching characters building as education objectives, so this study brings new perspective in practice of English language teaching especially in communication skill by inserting the local culture.

The current issues of English language teaching

all four key language skills, speaking is deemed to be the most important in learning a second or foreign language. As stated by Ur (1996), speaking included all other skills of knowing that language. In Indonesia, the speaking skill is a critical part of language learning and the teaching process. In other words, it is extremely difficult for Indonesian learners to master the English language in terms of speaking. Speaking is also known as skill of communication, stated by Nunan (1991:40) speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind. In other words, speaking in not only to communicated with other people but by speaking people can get new information or people can share our idea with other people. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then

gives a response. From this description, it can be seen that the interaction in communication takes part of measuring someone characters. It can be measured from discussion, conversation, or dialog. Speaking skill should answer the demand of the need of learning and using English in communication. Our young generation needs to master English well in order to be able to participate in globalization.

current practice of English language teaching focuses on preparing the students to be able to communicate effectively. Most English teachers are motivating the students to learn and use languages well. The teachers always try to implement various interesting

to deliver the context and material. Some of them also give the presentation of the material by accompanying of culture context. However, the main concern here is whether the teacher delivers the material and prepared activity by inserting local culture or not as the part of characters building. This condition remains a question in the English TLP since teachers commonly do their teaching to fulfill the demand of the curriculum and learning objectives. Moreover, they are busy to find out the most suitable and relevant material with the learning objectives as mentioned in the curriculum without doing critical analysis on the cultural biases in the source material.

language teaching may lead the students to obtain better understanding on foreign culture rather than their own local culture. However, the impact does not always give positive views. It may lead the students to admit foreign cultures as their own cultures. As a result, their belief influences their behavior in daily lives and their views about local culture. The extreme impact is the students leave norm and local culture behind and forget their cultural identity.

The importance of Local Culture

Cultural understanding can be actually seen from people interaction in their daily life as culture is the way of people live covering how people design their living. However, it should be appropriate and acceptable in their societies. Kupperman (1991) stated culture is a humanly created environment for all our thought and action. Most educators will agree that it will be impossible to teach without involving the culture. In speaking, every utterance, sentence, expression and word need to be inserted in the language context. Omaggio (1993) stated that teaching culture is a part of course or instructional where the teacher inserts the learning culture in order to give the direction in the life of people and help the students to sense out of their environment. Here, teaching culture is considered important by most teachers but inreallity it has remainedinsubstantial. Whereas, anthropologists define culture as the attitude, values, beliefs, language, norm, and traditions shared by a group of people (Elizabeth Peterson, 1991). So, in the teaching learning process, the teacher should insert culture direction to the learnersin the speaking activities in order to help them to interact with their environment. Thus, they will be consistent with their values and beliefs rather than admit foreign languages as their own local culture. Nieto (2010:136) defines that everyone has a culture because all people participate in their social activity. There are some characteristics

of culture. First, culture is dynamic, culture is always changing as a result of social and political modifications. Second, culture is multifaceted. Culture is general which cannot be classified into one race or ethnic. Third, culture is embedded in context. It means that culture is influenced by the exits environment. Fourth, culture is influenced by the social, economic, and political phenomenon. Fifth, culture is learned. It means that culture is not inherited by genesFrom these characteristics, it is clear that culture is what is on our society and daily life. People communicate with their own culture in conveying information or ideas, so culture always exists.

Local culture and Characters building in teaching speaking

The definition of the term character is coming from someone point of view about morality. Then, the education character is known as part of teaching goal in term of characters building. Indonesian ministry of education develops grand design for implementing character values in all level of education. The grand design consists of four foundations namely, spiritual and emotional development(olahhati), intellectual development (olahpikir), physical and kinestheticdevelopment (olahragadankinestik), and affective and creativity (olah rasa danarsa). From the four foundations, it is produced thousand of good characterbuilding. Character education as stated by Berkowitz & Bier (2005:8) means teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, caring, equality and respect. It is purposed to raise the children to become morally responsible, self discipline citizens. In other words, character building in education is the effort to develop good characters based on core virtues that are good for individual and society. Character building as a part of affective domain can be measured by observation and self-report method (Andersen, 1980). Observation method is done based on the assumption that affective aspects can be seen from shown behavior and action. Self report method assumed that knowing affective condition as theirselves.

Meanwhile, according to Krathwohl's taxonomy (1961), cognitive domain has affective components. There are five affective domains; receiving (attending), responding, valuing, organization and characterization. In receiving or attending aspect, the learners have willingness to give attention to certain phenomenon or stimulus, such as sport, and group work. It deals with the teacher's role to get students' attention in every activity. Responding means student's participation is a part of their behavior. At last, this aspect will build the students' motivation. Valuingdeals with thinking or acting whichis considered belief. Organization concerns with the behavior stability. Then, kementrianpendidikannasional (2010:4) mentions that character is related to attitudes, behavior, or personalities of particular person. Basically, the character is used as the foundation of their views, ways of thinking, attitudes, and behavior. Therefore, the development of national cultures and characters must be done in an educational process which takes learners as a part of social, culture, and natural cultural settings.

Here is the example of inserting local culture in English teaching. The speakers use their knowledge of languages and cultures to construct their performance in the target language in an

appropriate ways. This means that they use their knowledge of the target language to design their communication so that their meanings are understood by people from the target language community. However, it also means that speakers need to be able to communicate in ways which are appropriate to their own sense of values and appropriate ways of speaking and acting dealing L1. For example, the teacher first compares the foreign language cultures with local cultures. In English, there are many ways for students to address professors: by using their professional title (e.g. Professor), by using their professional title with their last name (e.g. Professor Jhon), by using their general title with their last name (e.g. MrJhon) or by using their first name (Redonald) or even an informal version of their first name (e.gRedon). Different cultures will have different practices. In Indonesia it is usual forstudents to address professors by their first name only use Pak Redon (Mr. Redon). Itcan be considered a cultural rule of Indonesian. In brief, the learners do not have to change their view of using local cultures if they are in Indonesia or meet Indonesian people in other countries. However, the educators should explain that the learner communicating with foreign people or in foreign country have to follow its culture. Then, dealing with local culture of shaking hand and greeting, educators should engrave in the students' mind that shaking hand and greeting tradition are various. In Indonesia, if we meet people, we have to greet them by shaking hand or just say hello. This culture is very different from foreign culture. For instance, people coming to someone's house should knock the door and say greeting. It can be inserted in speaking material. The other example is about teaching procedure. The educator should introduce the concept of halal and haram and insert the notion of local food in the teaching material. As the character education, those parts of local culture actually teach the students to be respectful, polite, courage, honest and tolerant

Table 1

Local culture and character building in English language skills

The significant of inserting local culture as character building in English language teaching

Considering the importance of character education in characters building, the practice of foreign language teaching need to take much attention in internalization of other culture. Brown as stated by Richards and Renandya (2002:12) argues that whenever you teach a language, you also teach a complex system of cultural custom, values, and ways of thinking, feeling, and acting. Therefore, it is considered an important thing that educators and all individuals who involve in English language teaching to be aware and sensitive dealing with the culture diversity between English and local culture.

The institutions and government have done the best in providing chances regarding the developing the practice of educational practices. The proof is by providing KTSP (Kurikulum Tingkat Satuan Pendidikan) and now it changes into Kurikulum 2013. This curriculum supports the idea of integrating the local cultures and points out character building. It gives the educators an opportunity to make internalization of local culture in English language teaching.

Arguments that the practice of foreign language teaching will not be effective without the explanation of its culture are still agreed. The teacher at the same time should teach the language and its culture dealing with the usage of the language in their society. As a result, the students not only have a good speaking ability but also have good understanding of their culture.

However, this way is not appropriate in maintaining our national identity since, the students may have new perspectives about their culture. The extreme view is the learners admit that new culture is better than the current culture. The educators should clarify it by clearly defining their difference. Therefore, educators need to insert local cultures in teaching English by carefully explaining the material and its culture.

Local cultures can be defined as cultures that represent a particular kind related to values and norms. Here, the examples of local culture are shaking hand at meetings, bowing body when across in front of other people, greetings, calling people name by certain term (Pak, Bu, Mas, mba) with their first name (Rudi Prapto;Pak Rudi). Those local culture is very different from foreign culture. Moreover, our local culture always represents character education as an affective domain such as respect, courage, purpose, determination, honest etc. It can be done by selecting materials containing the local culture, norms and values and comparing it to foreign culture.

The insertion of local culture and character building will not be successfully done without the support of individuals in English language teaching process. Everyone should aware about the need of inserting local culture to achieve the characters of education. The government and institution should support this effort by providing good teachers and appropriate materials.

Conclusion

Education is the basic right for people, so everyone should obtain best education. English language teaching is commonly known as one of subjects that should be learnt. It is purposed to prepare the student to be able to communicate with classmates, teachers and foreign people. Considering the language teaching, everyone agrees that teaching language should insert its culture. However, it may lead the students to have better understanding about foreign culture rather than local culture. Thus, the implementation of inserting of local culture in teaching English is needed. It is for anticipating and maintaining the students' point of view and understanding the exits local culture.

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