INTEGRATING LOCAL CULTURE IN ENGLISH LANGUAGE TEACHING TO INCREASE LEARNERS' MOTIVATION TO SPEAK ENGLISH

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ABSTRACT

This research aim at exploring how local culture integrated in English language teaching to increase learners' motivation to speak English. This research was carried out of eighth grade students' at SMPN 3 Perbaungan. This research was conducted by using descriptive qualitative data. The data of this research were collected by using observation, interview and audio recording. the samples were selected purposively based on their cultural backgrounds. The result revealed that by integrating local culture in learning English was easier for the learners. The learners had willingness to speak English since most of they were familiar with cultural input.

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INTRODUCTION

English has four skills; listening, speaking, reading, and writing and three components; vocabulary, grammar and pronounciation. The four skills and three components ideally must be taught integratedly by the teacher in the school in order that the students have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to be learnt and mastered because they want to employ English as a tool for more global communication. Mastering the art of speaking is the single most important aspects of learning a second or foreign language, and success is measured in term of the ability to carry out a conversation in the language. It is clear that speaking should be paid more in teaching English in the school in order that the students are able to speak English actively.

According to Chaney and Burk (1998: 20) argue that speaking is the process of sharing and constructing the sense of using oral/verbal in variey context. Through speaking, everyone can express their minds, ideas and thought freely and spontaneously. However, to communicate in target language is not easy, especially if students have little understanding about linguistic competence of the target language, lack of vocabularry and confidence which make them tend to be afraid of using the language.

According to Dornyei (2001) states that motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. Brown (1987: 114) defines motivation as "an inner drive, impulse, emotion, or desire that moves one to a particular action". Thus a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching the goal.

To increase learner's motivation in speaking English, it is needed integrating local culture in teaching English. According to Wutun, Burhanuddin and Abdul Hakim on their study, integrating local culture in English language teaching is increasingly practiced in non English speaking countries, local culture has significant influence on a classroom atmosphere in learning English as foreign language. The classroom becomes a cheerful situation for students. the learner's anxiety reduces and they get confidence to learn to speak English. They also have grat desire and motivation to speak in English.

Culture is a set of shared beliefs, values, and concepts which enables a group to make sense of its life and which provides it with directions for how to live (Fay, B., 1996). Culture is dynamic and changing. Culture content is a crucial issue in ELT in multicultural context. The integration of local culture in ELT is

increasingly practiced particularly in non English speaking countries. Local culture is not regarded as the obstacle in foreign language learning; it is however seen as the tool that helps language learners to acquire a new langauge. Vygotsky (1978) states that each culture functions as learning tool to develop mental function in learning.

REVIEW OF LITERATURE

Speaking

Brown (2001), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Summers (2003), says that speaking is to say something that expresses your ideas or opinions, or used when expressing an idea that you think it is exacly true. Valette (1983), states that at functional level, speaking is making onself understood. Furthermore, the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'. (Harmer 2001)

Motivation

Motivation is what pushes a learners try to learn, in the traditional language of the teacher, "to motivate" means to get the students to apply them to the learning at hand (Wing and Morse, 1986: 287). Motivation is a concept without physical reality, we cannot see motivation, we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological conduct such as attitudes, interest and values or desire.

According to Sardiman A.M. (2007: 89-91) there are two kinds of motivation, which are intrinsic and extrinsic motivation.

a. **Intrinsic Motivation**

Intrinsic motivation is the motives that work and become active without have any influences from outside because the inside of an indivual already has the urge to implement something. If someone had intrinsic motivation than consciously will do learning activities and always want to move forward so that he/she does not require any motivation from the outside. This is motivated by a positive desire, things to be learned will be useful in the future.

b. **Extrinsic Motivation**

Extrinsic motivation is the motives that work and become active with influences from outside. A motivation can be call extrinsic only if

the students put their learning objectives outside the learning situation factors. Various ways can be done so that students are motivated to learn.

Language and Culture

Language is a tool that human beings have used as a special mode of adaptation and communication in conjunction with culture to change their environments, to manipulate nature, and to protect themselves (Louise, 1986). People not only use language as means of communication, but they also express their values, belief and world views through it. "When a language becomes extinct, a part of the cultural patrimony of humanity is lost" (Barfield & Uzarski 2009: 2).

Culture is than complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society (Taylor, 1871). To Gudykunst and Kim (1984: 11), culture refers to that relatively unified set of shared symbolic ideas associated with societal patterns of cultural ordering". Local culture refers to the culture of local people who have lived in a particular place for a period of time. It can be the sources of knowledge and can be influence the language learners when learning a foreign language.

Local Culture

According to Ajawaila (2009) local culture is the original culture of a certain group of people that also characterizes the culture of a local community group. According to Abdullah (2008), the defenition of culture is almost always tied to the physical boundaries and geographical. For example Deli Malay culture which refers to a tradition that developed in the local culture itself.

There are some ways to insert local culture in teaching material (Hartini, 2012); the teachers insert local culture in in the forms of ideas (norms, moral, ethnics and religious values), activities (traditional ceremonies), and artifacts (historcal or tourism places, food, and stories).

Relationship between Language and Culture

Brown (1994, 165) describes the two as follows : 'A language is a part of culture and a culture is a part of a language; the two are intricatedly interwoven so that one cannot separate the two without losing the significance of either

language or culture'. In a word, culture and language are inseperable. Nida (1998: 29) hold the view that "Language and culture are two symbolic systems. Everthing we say in language has meanings, designative or sociative, denotative and conotative. Every language form we use has meaning, carries meanings that are not in same sense because it is associated with culture and culture is more extensive than language.

METHODOLOGY

This study was conducted by using descriptive qualitative design. which seemed to draw conclusion from observation and description of the phenomena of study. Sugiyono (2014) stated that qualitative method is a research method which is used to observe natural object situation.

The source of data was obtained from students who study English in grade eighth of SMPN 3 Perbaungan. The reason why this school would be chose as the location for the source data based on the observation, the researcher found that most of students had low enthusiasm in learning English especially in speaking. They were also afraid when their teacher asked them to speak English in front of the class.

1. The instruments used for collecting data were observation, interview, and audi-recorder. The techniques of analyzing data were as follows: Observe the transcript of the utterances from the students' conversation.
2. Observing: It is the first to collect all the data from observation in the classroom
3. Recording: The observed data of interview is recorded by audio-recording
4. Analzing: The data will analyze by using descriptive qualitative from the students' conversation that have observed by the researcher
5. Concluding: This is the last step when the researcher presented the finding and concluding the researcher findings which related to the objectives.

FINDINGS

After analyzing the data of the students' conversation about integrating local culture in the classroom of the eighth grade students' at SMPN 3 Perbaungan, findings of this research can be presented that :

Based on the analysis of transcription of the local culture in English

language teaching to increase learners' motivation to speak English, the findings of this study for integrating local culture, showed that based on the participant's interview the researcher found that by integrating local culture such as dance, food, and tourism places that they are familiar with then they become motivated to speak English which is supported by learners' conversation and learners' score as shown in data anaylsis above.

DISCUSSIONS

The result of the study showed that in increasing learnes' motivation, the teacher integrated local culture of the eighth grade students at SMPN 3 Perbaungan. The problem of this research is to integrate local culture in English language teaching to increase learners' motivation to speak English. The researcher found that the students being motivated in learning English because it was easier for the to understand what they said and they were familiar about the topic that they talked about.

The researcher gathered the data through observation, interview questions and using audio recording to transcript students' conversation by integrating local culture in learning English of the eighth grade students at SMPN 3 Perbaungan.

Based on Wutun, Arafah and Yassi (2018) on their study, by integrating local culture in English laguage teaching (ELT) is increasingly practiced in non English speaking countries. Local culture has significant influence for the students to get confidence to learn to speak English, they also have great desire and motivation to speak English. By integrating local culture, they found it easier learning to speak English based on what they have surroundings. The local culture encourages the language learners become more creative and productive in target language by involving their existing knowledge and modality that they have in their first language and culture.

CONCLUSIONS AND SUGGESTIONS

The aim of this study is to fnd out how local culture is integrated in English language teaching to increase learners' motivation to speak English of the grade eighth students at SMPN 3 Perbaungan.

Based on the data analysis, in this research, the learners' perspectives demonstrate that the local culture has significant influence on teaching and learning process especially for students. By integrating local culture, the learners found it easier learning to sepak English based on what they have in their surroundings. The local culture encourages the language learners to become more creative and productive in target language by involving their existing knowledge on their first language and culture. By integrating local culture in teaching English, the learners also have great desire and motivation to speak English, it is because the learners became familiar with the contents. In addition, local culture functions to stimulate the learners to be more productive in speaking since they feel comfortable to speak English.

After the researcher carried out the research, she would to give suggestion related to the result of this research. Hopefully it can be applied easily in teaching English.

1. The Teacher

    The teacher is a facilitator in learning English. Teacher should provide interesting method in teaching English so that the learners will get interesting in learning English.

2. The Students

    For students, they should practice their speaking skill in the class room. This term will help them to get to speak English so they have willingness and become motivated to speak in English.

3. The Researcher

    Since local culture is various and dynamic, the next researcher is expected to explore on the foreign language use and its impact on cultural identities.

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