THE INTEGRATION OF LOCAL CULTURES INTO ENGLISH TEACHING MODULES DESIGNED BY PRE-SERVICE ENGLISH TEACHERS IN PROMOTING CULTURALLY RESPONSIVE TEACHING

A THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain a Magister of Education (M.Pd) in English Language Education

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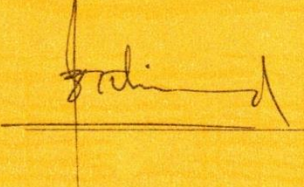**ENGLISH LANGUAGE EDUCATION OF GRADUATE PROGRAM**

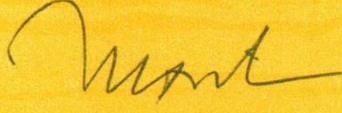**FACULTY OF LANGUAGE AND ARTS**

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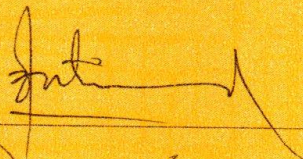Universitas Negeri Padang,
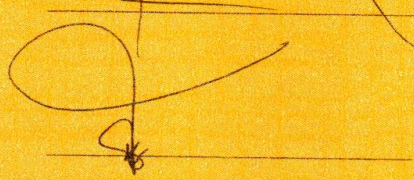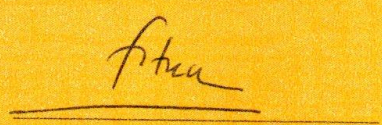
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ABSTRACT

Azhary, Lathifa. (2024). *The Integration of Local Cultures in English Teaching Modules designed by Pre-Service English Teachers in Promoting Culturally Responsive Teaching*. **Tesis. Program Magister. Universitas Negeri Padang**

This research is a descriptive qualitative research. The purpose of this study is to find the integration of local cultures in English teaching materials and learning activities described in lesson plans designed by the pre-service English teachers as well as the challenges encountered by them. The research participants were ten pre-service English teachers joining teacher professional program (PPG) 2022 from West Sumatera, Jambi, West Kalimantan, South Kalimantan and South Sulawesi. Documents checklists and interview guide were the instruments in this research. The research showed that local cultures were incorporated in teaching materials designed by pre-service English teachers in two dimensions: product and practice. Furthermore, the various learning activities also described in their lesson plans in pre and whilst teaching stage. The activities were providing pictures or videos or realia, giving triggering questions, doing debate session, creating project, doing fun activities, giving students' exercises, and using Kahoot! and Quizziz. However, the pre service English teacher also faced some challenges in designing those teaching materials such as knowing the students cultural background, choosing the local cultures, teacher's understanding about these local cultures, adapting the materials, and selecting the visualizations. Moreover, they also faced some challenges in choosing the appropriate learning activities such as in determining the students' characteristics and suitable learning models.

Keywords: local cultures, materials, lesson plan, pre-service English teachers, CRT

ABSTRAK

Azhary, Lathifa. (2024). *Integrasi Budaya Lokal di dalam Modul Pembelajaran Bahasa Inggris yang di rancang oleh Mahasiswa PPG dalam Rangka Mengembangkan Pendekatan Culturally Responsive Teaching*. **Thesis. Program Magister. Universitas Negeri Padang**

Penelitian ini adalah penelitian kualittaif deskriptif. Tujuan dalam penelitian ini adalah untuk menemukan integrasi budaya local di bahan ajar dan kegiatan pembelajaran di RPP Bahasa Inggris yang dirancang oleh mahasiswa PPG serta tantangan yang mereka hadapi. 10 mahasiswa PPG tahun 2022 dari Sumatera Barat, Jambi, Kalimantan Barat, Kalimantan Selatan dan Sulawesi Selatan dilibatkan dalam penelitian ini. Instrumen yang digunakan adalah dokumen ceklis dan panduan interview. Hasil dari penelitian menunjukkan bahwa integrasi budaya local didalam bahan ajar terdiri dari dua dimensi: produk dan kebiasaan. Selain itu, berbagai macam kegiatan pembelajaran yang tergambar di RPP dalam menyampaikan integrasi budaya local seperti memberikan gambar atau video atau realia, menggunakan pertanyaan pemantik, melakukan kegiatan debat, membuat projek, melakukan kegiatan pembelajaran yang menyenangkan, memberi berbagai macam tugas dan melibatkan teknologi dalam pembelajaran seperti Kahoot! dan Quizizz. Namun, mereka juga menghadapi beberapa tantangan dalam merancang bahan ajar seperti tantangan dalam mengetahui latar belakang budaya siswa, memilih budaya local, pemahaman guru terhadap budaya local, mengadaptasi bahan ajar dan memilih visualisasi. Selain itu, mereka juga mengalami tantangan dalam memilih kegiatan pembelajaran yang cocok. Tantangan tersebut adalah dalam mempertimbangkan karakter siswa dan model pembelajaran yang sesuai

Kata Kunci: budaya lokal, materi ajar, RPP, mahasiswa PPG, CRT

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In accomplishing this thesis, the researcher has been assisted and guided by many great people to whom the researcher is very grateful. It is great pleasure to convey an appreciation and gratitude to thank them in this acknowledgment. In this valuable chance, the writer aims to express her gratitude and appreciation to the following people:

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Padang, February 2024

The writer

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CHAPTER I

INTRODUCTION

This chapter explains related to background of the study, identification of the problems, limitation of the problem, formulation of the problem, research questions, objectives of the study, significance of the study and definition of the key terms.

A. Background of the Study

Concerns about how to teach everyone and understand the complexity of human learning are increasing around the world. Given this fact, culture has emerged as a vital factor in understanding learners and learning (Young, 2014). Culture is important since it is a requirement for learning preparedness and motivation (Calantone, et al, 2002). The learning through culture encourages students to reflect on what they have learned, analyze their perspectives, allows them to consider the concepts and benefit from their learning progress and apply activities to develop of their abilities and praxis (Haggis, 2003; Huda, et al, 2017). Therefore, culture and learning are interrelated.

The complexity of the twenty-first century nowadays has revolutionized the globe beyond space and time. People have been drawn into the digital world by rapidly evolving technologies. Technology is a driving force behind the process of internationalization and globalization of economy, science and culture; indeed, they have mutually reinforced each other. Millions of pieces of information spread swiftly and effortlessly all over the world that encourage in "global village" or "network society," which is defined by the connectivity of social, political, and cultural activities. Such a condition is profound because it fundamentally challenges

the diverse locality and traditional values, reduces the sense of social and cultural distance between communities, and affects the relationship to time and space (Giddens, 1994). Moreover, Mustafa (2006) and Kaul (2012) stated that although globalization is commonly thought of as a process of worldwide economic integration and commercial relationships between nations, it is a very complex phenomenon with significant implications for social and cultural dispersion and transformation.

Indonesia, which is known for its extraordinary diversity and cultural richness, has also been swept away by the negative currents of globalization. Interest of society in foreign culture is higher than in own culture (Nahak, 2019; Aulia, et al, 2021; Shobach, 2023). Own culture is now regarded as ancient. Public figures, artists, and influencers have a big influence on how culture is communicated on TV and social media these days. Thus, there is a greater curiosity in different cultures among people due to the more compelling and captivating communication. As a matter of fact, it can be seen in case of westernization and Korean wave. Westernization is an example of the impact of Western culture by influencing the form of life style of Indonesian people so that they have a westernized lifestyle. The tendency to imitate and follow the latest trends is one of the factors in westernization as evidence of following modernization (Shobach, et al, 2023).

Meanwhile, Korean wave is the term given to the spread of Korean popular culture through entertainment products such as drama, music, style, etc (Shim, 2006). It happens because South Korea continues to expand its culture to decorate community life throughout the world. The influence of K-Pop and popular K-Dramas which are currently on the rise, has made many people fall in love with this

entertainment industry from South Korea. Indonesia was also gripped by the Korean Wave. Various Korean cultures, namely dramas, films, music, television shows, cultural festivals, cuisines, electronic products, fashion, style, even cosmetics and beauty products are starting to be known by the Indonesian people (Valenciana, 2022). Therefore, one concerning repercussion is the deterioration of cultural identity (Mubah, 2011) especially for young generation as heir of a nation (Suryano, 2008).

Responding to this phenomenon that goes on unnoticed, culturally responsive teaching (CRT) is a suitable approach to fix this matter. Culturally responsive teaching is a theoretical and practical educational strategy that assists students to accept and build their cultural identity while also improving student success. Based on Gay (2000), culturally responsive teaching is integrated through the extent to which cultural knowledge is owned by students and the experiences of students in order to establish a more meaningful learning experience. Moreover, Hammond (2015) defined culturally responsive teaching is simply the ability of a teacher to recognize the cultural learning and meaning-making behaviors of their students and it is positively and constructively responded with teaching materials that use cultural knowledge as a scaffold to link the existing knowledge to fresh concepts and material in order to promote effective information processing. Instead of seeing cultural responsiveness and academic aims as distinct agendas, educators may blend them to support student learning (Siekmann et al, 2017).

The current Indonesian curriculum, *Merdeka* curriculum, also mentioned that relevant learning is defined as learning that is tailored to the students' context, environment, and culture. (Indonesia's Ministry of Education, Culture, Research,

and Technology, 2022). Culture is emphasized as one of the influences in students' learning. In fact, Indonesia is a diverse and culturally rich country with a vast array of local cultures that must be maintained and inherited to each generation. The younger generation is expected to become aware of the significance and wealth of this country through cultural learning, as it is believed that a country's unique native culture defines it internationally. Moreover, local cultures integration in learning can foster students' sensitivity of own local cultures during the onslaught of foreign culture such as Westernization and the Korean Wave. Instilling appreciation for other local cultures is also expected to have an impact by integrating local culture in learning.

Integrating local cultures into teaching and learning is one of strategies for encouraging culturally responsive teaching. Teacher must reflect on text, resources, teaching materials and learning activities they are using and how those resources to represent and include the students in their classroom (Samuels, 2018). It shows that integrating local cultures into teaching materials and designing learning activities is an effective way to make education more meaningful and relevant for students. It helps them connect with their cultural heritage, promotes cultural appreciation, and fosters a deeper understanding of their local context.

Teaching materials are all kinds of material or curriculum content that is arranged by the teacher to be used in the process of teaching and learning in order to accomplish certain competencies. The creation of teaching materials is regarded as one of the most notable factors that will enhance student learning and aid in the achievement of academic goals and objectives. The culturally responsive materials by incorporating local cultures are expected to improve students' engagement with

classroom content, turn them into more active students, and can enhance academic success over the course of the school year (Lohfink and Loya, 2010). Moreover, the series of activities designed by the teachers to engage students in the teaching and learning process are called learning activities. It is mandatory for the teachers to create certain activities in the lesson plan before they enter the classroom. Teachers are allowed to select any kind of activity that leads to the learning outcomes.

However, according to Gay (2010), research on the content of texts and other instructional materials revealed that many resources provide inadequate, incorrect, or nonexistent representation of cultural groups. According to Nahak (2019), Aulia (2021), Azima (2021) and Wulandari (2021), the fading of local cultures in Indonesia is also caused by the lack of culture integration in teaching and learning. The researcher also interviewed some English teachers from North Sumatra, Jambi, Riau, Lampung, dan West Java. They affirmed the lack of integrating local cultures in their teaching materials and lesson plan. It was caused by the lack of seminar or workshop related to the importance of cultural content integration and the strategies in designing those materials, time consuming in designing the materials, and truly no intention in integrating local cultures in teaching materials however sometimes it occurred during in the classroom spontaneously. Aside from the promotion of globalization, which is destroying culture via the spread of westernization, and the Korean wave, which is growing stronger every day, there are still not enough efforts being made by educators to include local culture into their teaching materials and lesson plan.

By seeing the fact in the field, the Indonesian government, through the Ministry of Education and Culture, is intensively providing free lectures for two

semesters for the new generation of Indonesian teachers. The program is called the pre-service teacher professional education program (PPG Prajabatan). It is a professional education program to produce a new generation of Indonesian teachers who have a calling to be teachers, professionals, a commitment to being role models, a love for the profession, and lifelong learners (Kemendikbud, 2022). Training for future teachers is carried out on a national scale, where 125 universities throughout Indonesia are appointed as organizers of this program. This program certainly facilitates future Indonesian teachers with various theories and practices guided by lecturers who are experienced in their fields. It is believed that by providing them with such training, the next generation of educators would be able to put all of the knowledge they have learned from this excellent educational program to use. They are the ones who will thereafter be held accountable for improving student learning by acting as agents of change for anything that is still lacking in the field especially in integrating local cultures in teaching materials and lesson plan.

Additionally, it is strongly advised to include cultural values into teaching and learning in all subjects through culturally responsive teaching (CRT), particularly in the English subject. The major reason is because English language is now a worldwide language and one of the fundamental subjects in the twenty-first century (Partnership for 21st-century, 2009). By seeing the importance of English subject in this era and the position of English as foreign language in Indonesia, the pre service English teachers need to engage students to master in English language through relevant learning.

According to Mahmoud (2015), a key factor in facilitating students' easy learning of a FL is their ability to communicate freely and feel at ease in the

classroom. However, students feel shocked when faced with unfamiliar content implied in the target culture of the FL. They become overburdened by a cognitive load in addition to the linguistic load, leading to a state of uncertainty and feelings of strangeness. To overcome such a problem, it would be better to include students' local culture in the ELT process. It was in line with Hammond (2015) that incorporating students' culture in English teaching and learning will increase their understanding about the concept with the existing knowledge in their brain (Hammond, 2015). Moreover, it will trigger students to be aware of their own culture and other local cultures and equips them to popularize the local culture with the use of English (Margana, 2009).

Some studies have been conducted related to the culturally responsive teaching. For example, a research conducted by Hamidizadeh (2023). In his research, Ms, Akbari as elementary school teacher was the one and only participant. The study demonstrated that the participating teacher had a limited comprehension of culturally responsive teaching. The similar research was conducted by Mburu (2022). Ms. Dana as pre-service elementary school teacher was researched. The result showed that Ms. Dana had understanding about culturally responsive teaching in the classroom. Many utterances indicated that Ms. Dana including their culture in the classroom.

Furthermore, the research was from Miskiyyah, Buchori, and Muhtarom. (2023). They conducted research and development (R&D) design which was the development of e-module with a culturally responsive teaching approach to the material of a two-variable linear equation system. E-modul was created by ADDIE model. A media expert and a material expert have approved an e-module that uses

culturally responsive learning. The average percentage of validation by material experts is 93%, while the average percentage of media experts' validation is 96%.

Using technologies in implementing culturally responsive teaching was also discussed by Inayah, Triana, and Retnoningrum (2023). In their research, they used a game application, named Kahoot. The use of Kahoot has been proven effective in maintaining students' motivation and enthusiasm in learning. The use of the Kahoot has also helped educators combine material and reinforce Banyumasan Javanese culture to students in order to strengthen local culture in order not only to increase students' abilities in the aspect of knowledge, but also to have the ability to become agents of change, character and culture in facing future challenges.

By seeing the importance of culturally responsive teaching (CRT) in the process of teaching and learning, CRT was the topic of much investigation by several researchers. As a result, the researcher is also motivated to carry out CRT research but the focus of this research is on how the pre service English teachers integrate local cultures in English teaching materials and learning activities in English lesson plan and also find some problems encountered by the pre service English teachers in integrating local cultures in teaching materials and lesson plan. Therefore, the title of this research is "The integration of local cultures in English teaching modules designed by pre service English teachers in promoting culturally responsive teaching".

B. Identification of the Problems

Based on the background which is stated above, the pre service English teacher is considered as agent of change in teaching and learning. Therefore, they

should have ability to engage the teaching and learning effectively and efficiently by integrating local cultures in promoting culturally responsive teaching. It can be from identifying the teachers' and students' perception, teacher's strategies, media, assessment used, teaching materials, arranging the learning activities in the English lesson plan and its implementation. Moreover, it is about the challenges faced by the pre service English teachers in designing the integration of local cultures in English teaching materials, lesson plan and in implementing them in the classroom.

C. Limitation of the Problem

In line with the identification of the research, the focus of the research is on integration of local cultures in English teaching materials and learning activities in lesson plan designed by the pre service English teachers. The decision was taken by considering the importance of local cultures in teaching and learning in promoting culturally responsive teaching. Both teaching materials and lesson plans are the planning stage in teaching process that must be designed well by the pre service English teacher. It is expected to engage students in order to reach their goals in learning language as well as maintain their cultural identity.

D. Formulation of the Problem

Based on the focus of the research above, the researcher formulated the problem into "What local cultures are integrated in English teaching materials and what are learning activities described in lesson plan designed by pre service English teachers?"

E. Research Questions

Based on the background of the study above, the problem discussed in this thesis was about the integration of local cultures in English teaching materials and lesson plan in promoting culturally responsive teaching. Thus, the researcher formulated the problem as follow:

1. What local cultures are integrated in English teaching materials designed by pre service English teachers?

2. What are learning activities integrating local cultures in English lesson plan designed by pre service English teachers?

3. What challenges encountered by pre service English teachers in integrating local cultures in English teaching materials and learning activities in English lesson plan?

F. Objectives of Study

The objectives of this study as follow:

1. To describe the integration of local cultures in English teaching materials designed by the pre service English teachers

2. To find out the learning activities integrating local cultures in English lesson plan designed by pre service English teachers

3. To find out the challenges encountered by pre service English teachers in integrating local cultures in English teaching materials and learning activities in English lesson plan

G. Significance of Study

This study's importance lies in its explanation of culturally responsive teaching utilized by English teachers in English teaching materials and lesson plan, as well as the challenges they face in doing so.

a. Theoretical significance: this research hopes to provide information and knowledge about integrating local cultures as promoting culturally responsive teaching theoretically.

b. Practical significance:

- For pre service English teachers: the results of this study can be useful to find out local cultures integration in English teaching materials and lesson plan designed by pre service English teachers as promoting culturally responsive teaching.

- For teacher: the result of this research is expected to give the description or examples of teaching materials and lesson plan about the integration of local cultures.

- Significance to future research: This study is hoped to provide information that would help other researchers conduct future studies on the culturally responsive teaching. It is also anticipated that it will help the other researcher generate ideas for future research on the same issue.

H. Definition of Key Terms

To make the reader's understanding easier, the researcher in this study specifies some key terms. These are how they are described:

1. Culturally responsive teaching

The suitable approach decided by English teacher in order to reach the learning

as well as maintain the cultural values.

2. Local cultures

   All local cultures in Indonesia such as Batak culture, Minangkabau culture, Javanese culture and so on

3. Teaching materials

   All kinds of material or curriculum content that is arranged by the teacher to be used in the process of teaching and learning in order to accomplish certain competencies

4. Lesson plans

   A detailed plan prepared by the teachers in advance for daily teaching to have a good teaching and learning.

5. Learning Activities

   The activities designed by the pre service English teacher to bring about, or create the conditions for learning by integrating local cultures.

6. Pre-service English teachers

   Someone who takes part in a pre-service teacher professional education program in 2022 (*PPG Prajabatan*) to prepare themselves to become competent English teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss the review of related theories: 1) Teaching English in 21st century, 2) Culturally responsive teaching, 3) The power of local culture in learning English, 4) Teaching materials, 5) Lesson plan, 6) CRT activities and 7) CRT Challenges. Moreover, the review of related findings is explained in this chapter. The conceptual framework is also described.

A. Review of Related Theories

1. Teaching English in 21st Century

As a global language, English is an important language. Muduwu (2016) recognizes that English is used at the official sessions of the United Nations (PBB). In addition, English is also used as the standard language for international aviation. Wherever someone goes in this part of the world, that person is faced with the use of English when they first set foot in the airport or airport of the destination country. This proves that English is very widely used. Therefore, learning and mastering English is a necessity.

English is widely used as the first language, and in certain nations— particularly those that were once British colonies—it is also required as the second language after the national tongue. English is not the first (L1) or second language (L2) in Indonesia; rather, it is a foreign language. According to Maduwu (2016), a foreign language is one that is taught outside of the nation in which it is spoken as a medium of communication.

Even though the position of English is as a foreign language, Indonesians who are living in the 21st century should be mastered in English. According to the National Education Standards Board (2010), the purpose of 21st-century national education is to establish a quality society and an honorable and equitable place for Indonesia in the international community. According to the goals, Indonesia also pays attention on discussion of education in 21st-century.

P21 or Partnership for 21st century learning (2009) also states some core subjects in 21st-century such as world languages, economics, mathematics, geography, science, history, arts, government and civics, and English. From lists from P21, English is one of the vital subjects at core subject in the 21st-century. The English language has a big influence on life in this sophisticated century. Therefore, English is needed to be taught at school.

By seeing the importance of English subject in this era and the position of English as foreign language in Indonesia, the English teachers need to engage students to master in English language through relevant learning. According to Mahmoud (2015), a key factor in facilitating students' easy learning of a FL is their ability to communicate freely and feel at ease in the classroom. However, students feel shocked when faced with unfamiliar content implied in the target culture of the FL. They become overburdened by a cognitive load in addition to the linguistic load, leading to a state of uncertainty and feelings of strangeness. To overcome such a problem, it would be better to include students' local culture in the ELT process.

Incorporating students' culture in English teaching and learning will increase their understanding about the concept with the existing knowledge in their

brain (Hammond, 2015). Moreover, it will trigger students to be aware of their own culture and other local cultures and equips them to popularize the local culture with the use of English (Margana, 2009). Integrating culture in learning is also the teacher's efforts to reduce the influence of foreign culture (Nahak, 2019) such as westernization and Korean wave and make the younger generation aware of continuing to love their own culture which is their identity.

2. **Culturally Responsive Teaching (CRT)**

   a. **The Definition of Culturally Responsive Teaching (CRT)**

   Including culture approaches in teaching and learning process has developed such as culturally relevant pedagogy (Ladson-Billings, 1995), culturally appropriate pedagogy (Nguyen, Terlouw, & Pilot, 2006), culturally sustaining pedagogy (Paris, 2012), and culturally responsive teaching (Gay, 2010).

   CRT concepts emphasize identity and achievement, fairness and excellence, developmental appropriateness, educating the whole learners, and the student-teacher relationship. It expects equal access to education for everyone, multicultural curricular material, and equal expectations of all students in equality and excellence. Learning styles, teaching styles, and cultural variety contribute to developmental appropriateness. Learning outcomes, a positive learning environment, and student empowerment are all parts of teaching the whole child, along with developing cultural skills and bridging between family, school, and community. Caring, connection, engagement, and classroom climate are all components of the student-teacher relationship (Brown-Jeffy & Cooper, 2011).

Ladson-Billings (1995) uses the phrase "culturally relevant pedagogy" to define a student-centered approach to teaching that includes cultural references and recognizes the importance of students' cultural backgrounds and experiences in all aspects of learning. The approach is meant to promote achievement of all students by embracing a wealth of diversity, identifying and nurturing students' cultural strength and validating students' lived experiences (Villegas & Lucas, 2007).

Geneva Gay (2010), building on the work of Ladson-Billings, created a framework with a higher emphasis on teacher strategies and praxis. Gay created the phrase "culturally responsive teaching" to describe a method that stresses students' cultural knowledge and prior experiences, to make learning encounters more relevant to and effective for them. Gay encourages culturally responsive practitioners to make positive adjustments on several levels, including as instructional strategies, instructional resources, student-teacher relationships, classroom atmosphere, and self-awareness, in order to promote student learning. Gay contends that an asset-based view of students is critical to assuring greater success among students from cultural backgrounds. Gay, like Ladson-Billings, places a major focus on giving students opportunity to think critically about injustices in their own or their peers' experiences (Krasnoff, 2016).

Culturally responsive teaching responded to the cultures present in the classroom by connecting new information to students' background knowledge and presenting in ways that respond to students' natural ways of learning (Rychly & Graves, 2012). Additionally, Hammond (2015) defined culturally responsive teaching is simply the ability of a teacher to recognize the cultural

learning and meaning-making behaviors of their students and it is positively and constructively responded with teaching materials that use cultural knowledge as a scaffold to connect existing knowledge to fresh concepts and material in order to promote effective information processing. In the meanwhile, the teacher is aware of how crucial it is to have a relationship with the student and a social-emotional connection in order to provide a safe environment for learning.

Educators who practice CRT set rigorous learning objectives for all of their students and they continually build helpful bridges between what students need to learn and their heritage, lived realities and the issued they care about (Muniz, 2019). As conclusion, culturally responsive teaching is teachers' effort to engage students learning by integrating students' culture, prior knowledge and safe environment during teaching and learning in the classroom.

b. **The Importance of Culturally Responsive Teaching**

Compelling research highlights the benefits of culturally responsive teaching. In fact, according to research in the fields of brain science and education, all students acquire new information best when it is connected to what they already know. This shows that utilizing students' past knowledge will change understanding (Hammond, 2015). Research also shows the essential of engaging students and fostering deep, meaningful learning through the use of instructional resources, activities, and texts that represent students' backgrounds and experiences (Tatum, 2009). Research evaluating the effectiveness of CRT interventions links this approach to positive outcomes such as academic achievement and persistence, increased attendance, greater interest in school, and other outcomes (Kristan et al, 2008)

Other educational reform programs, such as those to enhance school environment and promote social-emotional learning also benefit greatly from culturally responsive teaching (Osher and Berg, 2018). For instance, research demonstrates students who grow to feel good about their racial and ethnic identities are keener to become friends with those from other backgrounds (Rivas et al., 2014). According to other research, having a strong sense of race and ethnicity is associated with better self-worth, academic attitudes, wellbeing, and the capacity to deal with prejudice (Phinney et al. 1997). Existing research already supports taking steps to improve teachers' culture responsive practice (Muniz, 2019).

c. **The Characteristics of Culturally Responsive Teaching**

Based on the research conducted by the Comprehensive Center for Teacher Quality, more than merely delivering subject-matter knowledge or focusing on a single measure of student achievement is required for effective teaching (Goe, Bell, & Little, 2008). They observed that cultural responsiveness is fundamental to the "essence" of great teaching and described five qualities that distinguish effective teachers:

1. Hold high expectations for students and assist them to learn.

2. Contribute to positive academic, attitudinal, and social outcomes for students.

3. Plan and create engaging learning experiences using a variety of materials, keep track of students' development formatively, modify instruction as necessary, and assess learning using a variety of sources of evidence.

4. Help create educational environments that respect diversity and civic engagement.

5. To ensure student success, cooperate with colleagues, education professionals and parents.

Meanwhile, according to Gay (2000) the characteristics of the Culturally Responsive Teaching (CRT) learning approach are recognizing the existence of cultural heritage from various different ethnic groups, building meaningful relationships between students, using various learning strategies related to various kinds of different learning styles, teaches students to know and love their own cultural heritage and respect the culture of others, combines multicultural information, resources, and skills to be taught in schools.

d. The Dimension of Culturally Responsive Teaching

CRT is said to have at least five dimensions, according to Banks (2004). These factors are connected. They consist of content integration, knowledge construction process, prejudice reduction, an equity pedagogy, and empowering school culture and social culture. The dimensions describe how CRT can be implemented in real situation.

The topic of content integration relates to the teacher's strategy for fusing the various cultural backgrounds of the students with the material covered in the classroom. In order to comprehend and analyze cultural assumptions, frames of reference, and biases, teachers assist students in building knowledge within the context of their backgrounds and cultures. This process is known as knowledge construction. Prejudice reduction focuses on the attitudes of the students and

how these attitudes might be changed through teaching methods and instructional materials.

A teacher uses an equitable pedagogy when she can adapt her teaching style to the, culture, race, gender, and social groupings of her students in order to support their academic success. It is examining all aspects of school practice that empower students of different races, ethnicities, and genders in school settings. Moreover, Hernandez, Morales and Shroyer (2013) proposed the development of culturally responsive teaching model on science and mathematics.

- Content integration: the integration of cultures values in content, the boosting the relationship between teacher-student, and holding high expectation

- Facilitating knowledge construction: Building on what the students already know, using examples from real life, and helping them develop their critical and independent thinking skills will all help in the facilitation of knowledge building.

- Prejudice reduction: using native language assistance, encouraging student-student interaction, and creating a safe learning environment

- Social justice: For the purpose of supporting their pupils in developing sociopolitical or critical consciousness by modeling, teachers' readiness to act as agents of change and encouraging them to challenge the status quo.

- Academic development: The teacher's ability to offer chances for all students in the classroom to support their growth as learners to achieve academic achievement, their use of research-based instructional practices that take into account the demands of a variety of backgrounds.

3. The Power of Local Culture in English Language Learning

The power of culture to build underserved students' intellective capacity rests in its focus on information processing. Processing is the act of taking in information with the intent to understand it, relate it to what someone already know, and store it in a way so that person can easily retrieve it. Culture relies heavily on the brains' memory and social engagement systems to process new learning. Learning will be more effective if processed using the common cultural learning aids such as stories, music, etc. These elements help to build neural pathways and activate myelination. They help neurons fire and wire together in ways that make learning "sticky" (Hammond, 2015). Therefore, culture guides how someone processes the information.

Furthermore, learners' local culture is given a role to take a play in a series of English language teaching and learning as it can facilitate them to acquire the target language (Margana, 2009). Post and Rathet (1996) claim that students' familiarity toward the content of the targeted texts in reference to their prior experience achieved in their daily lives influences their comprehension of the TL. Renner (1994) states that the language teaching and learning are corroborated with the experience of learners' lives, it will be much more meaningful. When local experience and the cultural influence on learning are acknowledged, learning outcomes are found to improve (Berkvens, et al, 2012). In other words, the local culture that students have is believed to be one of the significant factors to influence the success for acquiring the target language. The local culture embodies any language and gesture, personal appearance and social relationship, religion, philosophy, values, courtship, marriage, family customs, food and recreation, work,

education and communication systems, health, transportation, etc which exist in part of regional societies in Indonesia such as Javanese, Balinese, Sundanese, Minangnese and others.

The underlying interest of embedding the local culture in ELTL is the existence of non-native varieties of English such as Singaporean English, Malaysian English, Indian English, and others which are linguistically and socio-linguistically divergent. Such English varieties commonly called World Englishes appear as a great number of people attempt to redefine the existence of English as the international language. English should not be claimed by people in Australia, America, Canada or England as English now belongs to all countries in the world. Therefore, in English language teaching, English teachers do not need to exclusively impose the culture of the inner circle countries, but also to both the outer circle and the extending circle of countries (McKay, 2002)

The need for popularizing the local culture is also motivated by the globalization era which enables people from different countries to travel from one country to another country for many different purposes such as business, vacation, work, study, and others. This, of course, drives every country in the world including Indonesia to be intensely concerned about the popularization of the local culture to many parties. To do so, the Indonesian government has been making some efforts, one of which is embedding the local culture in some levels of education as manifested in the curriculum. Kirkpatrick (2006) suggests that ELTL in Indonesia includes not only the TL culture but also local culture. He adds that regional culture should be also embedded in ELTL.

4. Teaching Materials

a. Definition of Teaching Materials

Teaching material is one of the main factors that make teaching and learning process become success. Materials, in the opinion of Tomlinson (2011), are all things that aid in learning. Materials can take many different forms, such as a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written. It is anything which present or informs about the language being learned. Furthermore, According to Prastowo (2012), all teaching materials are informational items. Tools or texts that are organized systematically, demonstrate competencies that students will acquire, and are utilized in the learning process with the goals of planning and evaluating the application of learning. Ruhimat (2011) also argued that materials are basically "contents" of the curriculum, namely in the form of subject or field of study with topic or subtopics and details. In conclusion, teaching materials are all kinds of material or curriculum content that is arranged by the teacher to be used in the teaching and learning process in order to accomplish certain competencies.

The benefits of teaching materials include showing learning innovations, interest, expression activities, learning motivation, practical exercises and assignments, and means of evaluation (Greene & Petty, 1975). The function of teaching materials is presenting materials or means of evaluation that can motivate students and present learning according to the needs of students. Teaching materials according to the Ministry of National Education (2008) consist of four categories based on technology demand. Printed teaching

materials are presented in the form of paper used for learning activities such as handouts, books, modules, and student worksheet, brochures, leaflets, wall charts, and photos or pictures. The category of listening teaching material (audio) is a system that uses live audio that can be played or heard by a person or group of people such as CDs, radios, and compact audio disc audio disks (Tomlinson, 2011). The listening material category (audio visual) is anything that allows audio signals to be combined with motion pictures such as compact disk videos and films. The interactive multimedia teaching material category is a combination of two or more media (audio, text, graphics, images, animation, and video) such as computer assisted instruction (CAI), interactive compact disk (CD) multimedia learning, and materials web based learning material.

b. Characteristics of Teaching Materials

There are some characteristics that make teaching material become good. Teaching materials should be self-instructional, self-contained, stand-alone, adaptable, and user friendly (Widodo & Jasmadi, 2008). Self-instructional teaching material means students are able to learn on their own, thus, instructional material must be clearly formulated the learning objectives. Then, teaching materials are supposed to be self-contained. It means that all materials from each competency unit of sub-competency are contained in one overall teaching material.

Teaching materials must also be self-contained. It signifies that the instructional materials generated are not dependent on or should not be utilized in conjunction with other teaching resources. Another need is that educational materials be adaptable. Teaching materials should be highly adaptable to

advances in science and technology. It must include items that will broaden the reader's understanding of the times, notably the advancement of science and technology. The final requirement is that instructional materials be environmentally friendly. It means that all instructions and information are useful and easy to understand.

c. Culturally Responsive Teaching/CRT Materials

In order to implement culturally responsive teaching (CRT), educators must use teacher and researcher-selected resources that respect and affirm students' racial, cultural, and linguistic identities. Teachers and students should assess this content as critical consumers of these materials to ensure that it accurately reflects the variety reflected in the classroom community. When this material lacks representational variety, teachers should augment as needed to provide materials that reflect the cultures, languages, and lived experiences of the students they support (Banks, 2004; Ladson-Billings, 2009, Gay, 2010).

According to Gay (2010), research on the content of texts and other instructional materials revealed that many resources provide inadequate, incorrect, or nonexistent representation of cultural and linguistic groups. Integrating resources that represent students' cultural and linguistic backgrounds is a method used in research on CRT practices. Teacher are expected to design own teaching materials by incorporating cultural values. The use of local cultural material in the teaching of English as a foreign language serves a dual purpose: supporting mastery of the target language (L2) while also enabling teachers to fulfill their obligation to teach about local culture (Prastiwi, 2013). Local culture can improve students' interest in learning English, enrich their

vocabulary, and teachers can assess not only their interest in learning English but also their understanding of their local cultures (Butarbutar, 2019).

According to Moran (2001), integrating local culture in learning contents can be divided to five dimensions:

a. Product: art forms (music, clothes, dancing, painting, architecture, story), places (destination) and artifacts (foods, tools)

b. Practices: acts, scenarios and custom lives

c. Persons: identity and life history

d. Perspective: representation of perception, beliefs, values and attitudes

e. Communities: people in certain group having certain goals

Moreover, Estuarso et al. (2017) have claimed that students are more interested in learning English when the materials provided are closer to their culture. Using local culture materials, it has been found can help in boosting their extrinsic motivation and engagement toward the material (Royani 2013). It can also enhance their vocabulary and grammar knowledge for speaking purposes (Choudhury 2014,); and their organization, content, language use, spelling, and mechanics for writing skills (Haerazi et al. 2018, Mermelstein 2015). It is hypothesized that when students are comfortable and familiar with the materials used for learning, their classroom participation improves. Moreover, their background knowledge on the topic is activated with familiar content (Elmachtam et al. 2014), which is reflected in their keenness to ask questions and provide answers when exposed to familiar content (Regmi 2011) and active participation in the classroom (O'Brien 2007). Accordingly, the insertion of local culture in language materials allows the process of learning a

language and exploring the culture of that language to happen simultaneously. It creates valuable opportunities for learners (Xu 2016, Mckay 2003) to practice the English language in the classroom, subsequently honing their skills

5. **Lesson Plans**

In planning, a teacher will prepare a lesson plan. Good teaching cannot be separated from the good lesson plans made by the teacher. A lesson plan is a preparation for a teacher before doing real actions in the classroom. The lesson plan is the process of thinking about and outlining a teaching plan and learning within, a lesson to be taught to a specific group of students in a specific place at a certain time (Savage, 2015). Moreover, Maan (2019) also defines a lesson plan as a detailed plan prepared by the teacher in advance for daily teaching and it helps the teacher for effective teaching. A lesson plan is one of key the successful learning in the class. It will help teachers be more effective in the classroom by providing a detailed outline. Trigueros (2018) defines a lesson plan as a source or tool to guide teachers through their working learning process.

There are some steps and organization that must be done by the teacher to develop a lesson plan such as establishing the learning activities, the time, the place, the materials, the media to be used, etc. According to The Ministry of Education and Culture Republic Indonesia (2016) about Standards for Processing Number 22 of 2016, each lesson plan must consist of ten components. These components of a lesson plan are:

a) Identity of school class, which consists of the name of the institution, the unit, the class, and the semester.

b) Identity of the lesson, which consists of the name of the subject, the number,

and topic of the lesson, and the date and time allocated.

c) The core competence, which describes the main competence that students need to learn for the school level class in that subject in the aspect of attitudes, knowledge, and skills.

d) Basic competencies and indicators of competent achievement. Basic competencies are several competencies that have to be mastered by students of a certain subject as a basis for establishing an indicator of competence. Meanwhile, indicators of competent achievement are behaviors or performances which can be measured and observed to show the achievement of certain basic competencies.

e) Objectives, which can be defined as processes and products of learning expected to be achieved by learners in the process of teaching-learning based on the core competence and basic competencies.

f) Materials, which consist of relevant theories, facts, principles, and procedures which are written based on the indicators for achievement of competence.

g) Method of teaching is the method used by a teacher in order to create a teaching-learning process.

h) Media and resources. Media are used by the teacher to deliver materials and maintain the processes, such as books, slides, overheads, flashcards, tape recordings, the Internet.

i) Learning activities, which are divided into three stages, namely pre-teaching, while-teaching, and post-teaching.

j) Assessments, which are done to evaluate the results of the students' study in which the instruments used are based on the indicators for achievement of

competency.

The focus of culture integration is in learning activities designed by the teachers in their lesson plan. In this part, the teachers can be as creative as possible to create several learning activities that reflect the integration of local cultures in promoting culturally responsive teaching Inserting local cultures in learning activities can be in pre-teaching, while teaching and post-teaching. Pre-teaching is an initial activity in learning aimed at generating motivation and focusing student attention to actively participate in the learning process. Whilst-teaching is a learning process to achieve basic competencies. Learning activities are carried out interactively, are challenging, fun, and motivate students to participate actively, be creative, think creatively, and work together or individually. Next is post-teaching. Post teaching is activities carried out to end learning activities that can be done in the form of a summary or conclusion, assessment, reflection, and feedback (Rusman, 2013).

6. **Culturally Responsive Activities**

Decades of research on the Teacher Expectations Student Achievement (TESA) Interaction Model have identified 27 specific, observable, and measureable teacher behaviors that communicate high expectations. These behaviors provide equitable response opportunities and effective feedback, and help develop caring relationships. The 27 teacher behaviors were found to communicate high expectations to all students regardless of their race, ethnicity, or cultural or linguistic context (Los Angeles County Office of Education, 2002; Montgomery County Public Schools, 2010). Those behaviours can be integrated in teaching and learning process. The details are below:

1. Welcoming students by name as they enter the classroom. Making the effort to accurately remember and correctly pronounce each student's name is a gesture of respect of both the student and his or her culture. In many cultures, the giving of names is loaded with symbolic significance, and to mispronounce that name is to diminish it and its bearer (Ladson-Billings, 2009).

2. Using eye contact with high- and low-achieving students. To be equitable in the classroom, the teacher needs to be sensitive to the cultural norms and interpretations of even such simple behaviors as making eye contact and the messages this gesture sends about teacher expectations (Cooper, 1979)

3. Using proximity with high- and low-achieving students equitably. Although it has been observed that teachers unconsciously favor those students perceived to be most like themselves in race, class, and values, culturally relevant teaching means consciously working to develop commonalities among all students (Ladson-Billings, 2009).

4. Using body language, gestures, and expressions to convey a message that all students' questions and opinions are important. Nonverbal behavior can be the most immediate part of a teacher's overall reward system, as well as one of the most subtly motivating or discouraging forces available to teachers in their interactions with students. Students almost always notice nonverbal behavior, especially when others are receiving it, while it is often unperceived by the teacher using it (Marzano, 2007)

5. Arranging the classroom to accommodate discussion. An inviting classroom uses the arrangement of desks to enhance interpersonal relationships between the teacher and student and among students themselves. Students must be able to

relate in a positive way to their peers so that they communicate with one another. This permits a sense of connection and collaboration (Shade, Oberg, & Kelly, 2004).

6. Ensuring bulletin boards, displays, instructional materials, and other visuals in the classroom reflect students' racial, ethnic, and cultural backgrounds. The lack of relevant and culturally appropriate pictures, posters, and other instructional materials—as well as drab and institutional colors on the walls—creates an environment that is uninviting to learners. The physical environment of schools reflects the expectations that educators have of the capabilities of their students (Nieto, 2000)

7. Using a variety of visual aids and props to support student learning. For children of color and families of immigrants, initial assessment of their acceptance in the school community depends on whether or not they see pictures, symbols, or other visual representations that remind them of their homes, communities, and values. An inviting classroom focuses on the use of color, physical arrangement of space, lighting, and sound to attract students to the learning process (Shade et al., 2004).

8. Learning, using, and displaying some words in students' heritage language. Cross-cultural literacy awareness benefits both students and teachers in building a community of learners. Students' native literacy and native cultural backgrounds should be considered rich resources instead of obstacles (Schwarzer, Haywood, & Lorenzen, 2003)

9. Modeling the use of graphic organizers. Graphic organizers can be used to incorporate student insights and knowledge. Some students respond better to the

inclusion of their social iconography, such as music, decals, graffiti, and TV imagery. This is particularly true for students learning English as a second language or those who are more attuned to aural and visual learning styles, rather than to reading and writing. It is precisely those kinds of representations that effective graphic organizers can include (Hill, 2003).

10. Using class building and team building activities to promote peer support for academic achievement. Before launching into collaborative learning tasks, students should engage in team-building activities that are designed to foster social cohesiveness. The objective is to create a social-emotional climate conducive to developing a sense of solidarity and intimacy among group members. This enables students to feel comfortable in future group activities that may require them to express personal viewpoints, disagree with others, and reach consensus in an open (nondefensive) fashion (Cuseo, 2000)

11. Using random response strategies. Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. Using random response strategies creates a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively (Trumball & Pachero, 2005)

12. Using cooperative learning structures. Much information about different cultural and ethnic heritages cannot be attained through reading books. Only by knowing, working with, and personally interacting with members of diverse groups can students really learn to value diversity, utilize it for creative problem-

solving, and develop an ability to work effectively with diverse peers (Johnson & Johnson, 2000).

13. Structuring heterogeneous and cooperative groups for learning. Because cooperative learning groups encourage positive social interaction among students of diverse racial and ethnic backgrounds, they have great potential to facilitate building cross-ethnic friendships and to reduce racial stereotyping, discrimination, and prejudice. When students work cooperatively, they have the opportunity to judge each other on merits rather than stereotypes (McLemore & Romo, 1998)

14. Using probing and clarifying techniques to assist students to answer. Questions that probe should reflect different levels of cognitive complexity; techniques should vary from rephrasing the question, to asking a related question, to giving a hint, clue, or prompt, to using scaffolded questions (Pierce & O'Malley, 1992)

15. Acknowledging all students' comments, responses, questions, and contributions. Differential treatment has been tied to race. Students of color, especially those who are poor and live in urban areas, bear the brunt of differential teacher behaviors—even receiving praise that is less supportive of student learning. Acknowledgement of all student responses should be affirming, correcting, or probing (Shade et al., 2004).

16. Seeking multiple perspectives. Educators need to be explicit in structuring opportunities for students to hear varying perspectives. Validate all perspectives with responses such as: "That's one idea. Does anyone else have another?" "That was one way to solve the problem. Who did it another way?" or "Who has an alternative view?" (Wiggins & McTighe, 2005)

17. Using multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content. Teachers should strive to have a wide repertoire of ways to assess student learning—ways that will be good matches to students' learning styles. They also need a variety of ways to teach and to assess how all students think, problem solve, communicate, and work with others (Saphier & Gower, 1997).

18. Identifying students' current knowledge before instruction. A culturally responsive, student-centered curriculum is rich and meaningful because it takes into consideration the experiences, realities, and interests of the students. All lessons must be relevant to the students' lives. Key to teaching a diverse population is the belief that all students come to school equipped and prepared with basic experiences and fundamental knowledge (Shade, Kelly, & Oberg, 1997).

19. Using students' real-life experiences to connect school learning to students' lives. Strengthening student motivation is the major reason to make classroom connections to students' lives: all learners are much more interested in information that relates to their personal situations. Teachers can recognize the students' world outside the classroom by posting a poem, quote, joke, song, or picture every day that demonstrates an awareness of and respect for students' backgrounds. They can also engage students in content-based projects, surveys, free-writing exercises, and storytelling that enable students to directly connect school with their communities (Landsman, 2006

20. Using "wait time" to give students time to think before they respond to your question. A period of silence following a teacher's question provides students

with an uninterrupted period of time to think about what has been asked and to formulate a response. Pausing after the response before affirming, correcting, or probing gives other students time to consider their reactions, responses, and extensions (Stahl, 1994).

21. Asking students for feedback on the effectiveness of instruction. Teachers solicit and use student feedback to alter and improve their teaching. Individual discussions with students help teachers modify instructional practice to meet student needs by adapting materials, varying cues, changing the sequence of instruction, adjusting timing and transitions from one activity to another, or developing more appropriate expectations (Bellon, Bellon, & Blank, 1992)

22. Providing students with the criteria and standards for successful task completion. By providing anonymous samples of strong student performances, teachers can effectively communicate to students the criteria for successfully fulfilling a learning goal. Collaboratively examining a variety of successful products with peers and with teacher guidance helps students begin to create a mental model of what success looks like in terms of the learning goal or standard (Stiggins & Chappuis, 2005)

23. Giving students effective, specific oral and written feedback that prompts improved performance. Immediate feedback helps students begin to ask relevant questions about the work, make decisions, and learn to self-evaluate during the process rather than after they have submitted their work for grading. While students are engaged in various stages of completing their assignment, teachers are free to conference individually with students and to work with small groups.

During this time, students have the opportunity to learn from each other how to develop and revise text (Cole, 1995).

24. Providing multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard. The re-teach and reassess policy creates an environment of learning that promotes effort and persistence. Giving students the opportunity to master a skill over time and with repeated attempts can change their ideas about how and why they succeed in class. If we offer our students the opportunity to try again and really work with them to achieve, their perceptions of how and why they achieve might change from a belief in innate ability to the importance of persistence and effort (Guthrie, 2008)

25. Explaining and modeling positive self-talk. When the teacher explains to students the importance of positive self-talk and shares personal examples of how positive self-talk leads to positive outcomes, the students are asked to reconsider the nature of intelligence. They begin to think of their minds as muscles that get strengthened and expanded—becoming smarter with hard work. This diminishes the fear that their academic difficulties reflect an unalterable limitation (Aronson, 2004).

26. Asking higher order questions equitably of high- and low-achieving students. Classroom questioning has an extremely important role in equitable classroom practice. Posing questions during lesson instruction is more effective in producing achievement gains than instruction carried out without questioning students. Students will perform better on test items previously asked as recitation questions than on items they have not been exposed to before. Oral questions posed during classroom recitations are more effective in fostering

learning than are written questions. Questions focused on student attention to salient elements in the lesson result in better comprehension (Cotton, 1998).

27. Providing individual help to high- and low-achieving students. One-on-one meetings are the ultimate confidence builders for students and are especially effective as follow-ups to instruction when students practice a strategy. A teacher's undivided attention to each child conveys caring about their learning and interest in helping them understand and improve

7. The Challenges in Desigining CRT Materials

Challenges often implies a situation that is more neutral or even positive. It may involve a goal to achieve or a task to complete, and overcoming it can lead to personal or professional growth. It Tends to be associated with a more positive mindset. People often approach challenges with a sense of optimism and a belief that they can overcome them. Challenges may suggest a task or goal that requires effort, creativity, or problem-solving skills, but not necessarily extreme hardship. It often seen as opportunities for personal or professional development. Overcoming challenges can lead to learning, improvement, and achievement. In designing CRT materials, Gay (2010) mentioned the 3 main challenges would be encountered by the educators in desiging CRT materials. The details are below.

a. Cultural diversity. Gay described culturally responsive teaching as the use of diverse students' cultural knowledge. Thus, the educators need to know the students first and then have effort to keep the students'culture in materials. The teachers are expected to have strategy in validate students' cultural background by using questionnaire, interview, etc (Gay, 2010, Krasnoff, 2018).

b. Teacher understanding towards cultural diversity. The classroom which consists of cultural variation was needed a knowledgeable teacher about those culture integrated. Thus, the educators are required to explore the cultures by improving curiosity, research and self questioning (Bouchard, et al, 2003; Gay, 2010).

c. Materials adaptation. According to Gay (2010) and Nambiar (2020), research on the content of texts and other instructional materials revealed that many resources provide inadequate, incorrect, or nonexistent representation of cultural groups. Therefore, the effort and ability of the teachers in adapting materials by adding, deleting, modyfing, simplifying, and reordering (Tomlinson, 2010) are very crucial to deliver culturally responsive materials that suitable with students' cultures and students' levels.

B. Review of Related Findings

Some studies have been conducted related to the culturally responsive teaching. For example, a research was by Tanase (2020). This study talked about the strategies that teachers used ini mathematics and science urban classrooms. Thirteen mathematics and ine science novice teachers involved in this research. Results show that teachers used a variety of student-centered strategies, such as discovery learning, centers and group work, and games. Similarly, the teachers incorporated their students' culture into their mathematics and science classrooms, by including their students' interests in the lessons, exposing students to similar role models, and using real-life examples that students found relatable.

The next research was conducted by Hamidizadeh (2023). In his research, Ms, Akbari as elementary school teacher was the one and only participant. The study demonstrated that the participating teacher had a limited comprehension of culturally responsive teaching. The similar research was conducted by Mburu (2022). Ms. Dana as pre-service elementary school teacher was researched. The result showed that Ms. Dana had understanding about culturally responsive teaching in the classroom. Many utterances indicated that Ms. Dana including their culture in the classroom. Both of the researcher discussed about teacher's understading and practices of CRT.

Furthermore, the research was from Miskiyyah, Buchori, and Muhtarom. (2023). They conducted research and development (R&D) design which was the development of e-module with a culturally responsive teaching approach to the material of a two-variable linear equation system. E-modul was created by ADDIE model. A media expert and a material expert have approved an e-module that uses culturally responsive

learning. The average percentage of validation by material experts is 93%, while the average percentage of media experts' validation is 96%.

The next study was conducted by Kong, et al (2022). They discussed sets out to explore English as a foreign language teacher engagement with culturally responsive teaching in rural schools in China. With a multi-case study of eight EFL teachers, the researchers collected data through individual interviews and classroom observations. Four types of teacher engagement based on the foci (i.e., knowledge and practice) were identified and were further characterized by cognitive, emotional, and social aspects. This study also taps into the internal and external factors influencing the teachers' engagement with CRT.

Using technologies in implementing culturally responsive teaching was also discussed by Inayah, Triana, and Retnoningrum (2023). In their research, they used a game application, named Kahoot. The method used in this research is a literature study with a qualitative research type. This research was carried out during the implementation of cycle 2 of Pre-service PPG Teaching Practices 1 at SMP Negeri 10 Tegal class IX with a population of 36 students. The use of Kahoot has been proven effective in maintaining students' motivation and enthusiasm in learning. The use of the Kahoot has also helped educators combine material and reinforce Banyumasan Javanese culture to students in order to strengthen local culture in order not only to increase students' abilities in the aspect of knowledge, but also to have the ability to become agents of change, character and culture in facing future challenges.

C. Conceptual Framework

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                    │ Culturally Responsive│
                    │   Teaching (CRT)     │
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                    │Integrating Local Cultures│
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        │   CRT Materials     │      │  CRT Lesson Plan   │
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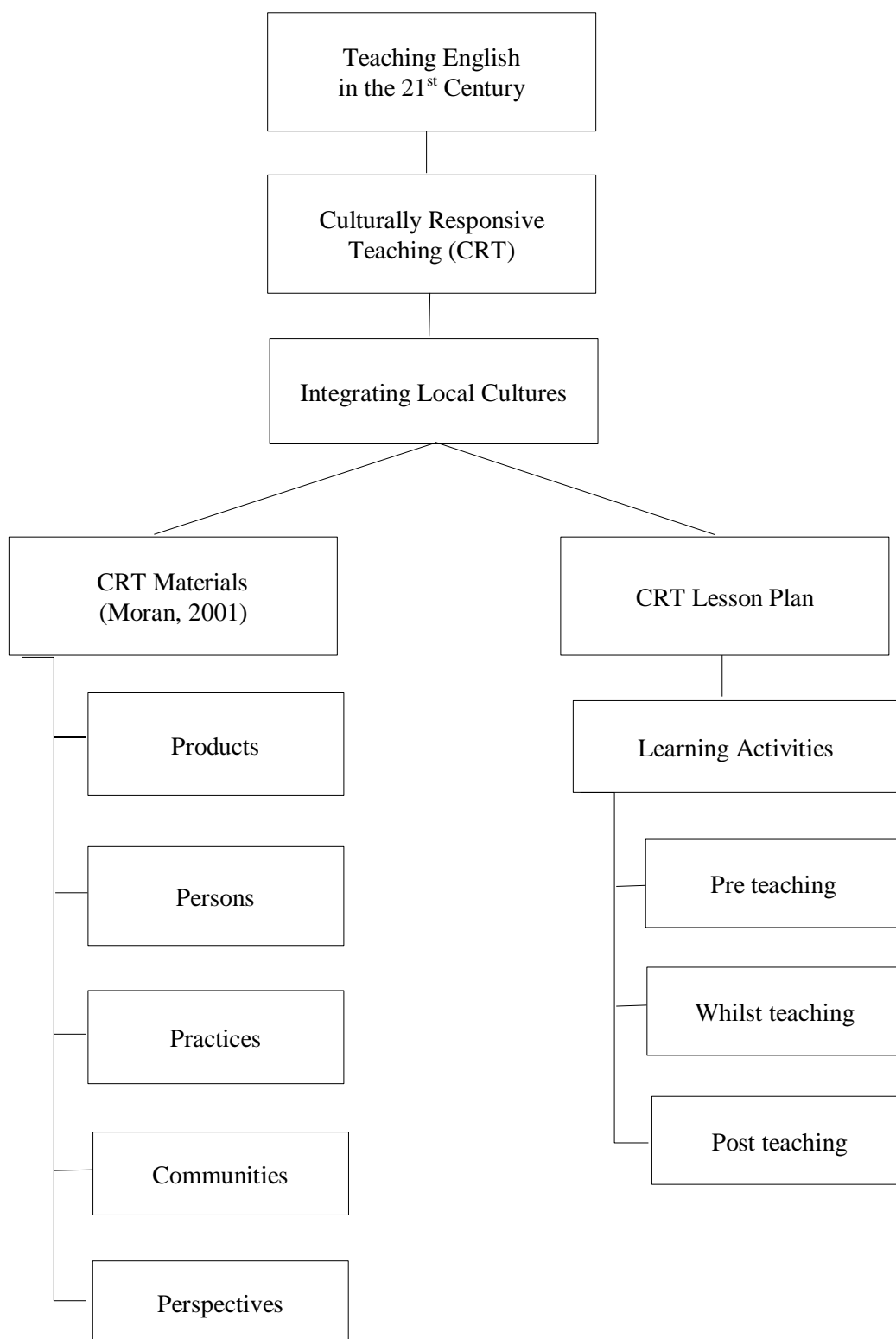
Figure 1. The Conceptual Framework

In the 21ˢᵗ century education, English is one of the core subjects taught in the schools. Culturally responsive teaching emerges as an approach to teach the students by using student's cultures in order to achieve the learning outcomes as well as to maintain students' culture. Thus, the integration of local cultures is required in promoting culturally responsive teaching. Local cultures are integrated in teaching English materials and lesson plan. Through materials, the dimension of culture can be seen from products, practices, persons, community and perspective (Moran, 2001). Meanwhile, the learning activities integrating local cultures can be found in lesson plan. Those activities can be divided in two three phases: pre, whilst, and post teaching.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains related to research design, participants of the research, source of the data, instruments of the research, technique of data collection, and technique of data analysis.

A. Research Design

This research was a descriptive qualitative research. Descriptive research is a type of research design that aims to observe, describe, and document the characteristics or behaviors of a particular subject or phenomenon. This approach is primarily concerned with providing a detailed account of the existing state of affairs or the characteristics of a group, event, or situation. Descriptive research is often used when researchers want to understand a phenomenon in its natural setting (Miles et al., 2014). Qualitative research is defined as investigation of a condition based on the issue encountered. To obtain understanding of a particular phenomenon of interest, qualitative research is described as the collecting, analysis, and interpretation of extensive narrative and visual (i.e., non-numerical) data (Gay, Mills, and Airasian, 2012). A procedure known as qualitative research generates descriptive data in the form of spoken and written words from participants. Thus, descriptive qualitative research is an approach within qualitative research methodologies that focuses on providing a detailed and comprehensive description of a phenomenon, context, or social setting. Therefore, this research used descriptive qualitative method in order to describe the integration of local cultures in English teaching materials and lesson plan in promoting CRT and its challenges encountered by them.

B. Participants of the Research

The participants of the research were ten pre service English teachers 2022 from five provinces in Indonesia. The provinces were West Sumatra, Jambi, West Kalimantan, South Kalimantan and South Sulawesi. The pre service English teachers were chosen as participants in this study because they had trained to be competent English teacher in two semesters. It was expected that they had knowledge in designing teaching materials and lesson plans by integrating local cultures. The data of participants in this research are below:

Table 1. The data of participants

No	Name	PPG Program at	The province
1	KF	Universitas Negeri Padang	Padang, West Sumatra
2	HF	Universitas Negeri Padang	
3	JA	Universitas Jambi	Jambi
4	JF	Universitas Jambi	
5	IEA	Universitas Tanjungpura	Pontianak, West Kalimantan
6	RR	Universitas Tanjungpura	
7	DH	Universitas Lambung Mangkurat	Banjarmasin, South Kalimantan
8	GAF	Universitas Lambung Mangkurat	
9	NI	Universitas Muhammadiyah Makassar	Makassar, South Sulawesi
10	TI	Universitas Muhammadiyah Makassar	

C. Sources of Data

The source of the data in this research was the ten English teaching materials integrating local cultures from ten pre service English teachers in the five provinces. The teaching materials chosen were made during PPG programs using culturally responsive teaching approach. The next source of data was lesson plan from those materials. There were ten lesson plans too from those pre service English teachers. Moreover, the next data were interview results from ten pre service English teachers.

D. Instruments of the Research

Instruments used in this research were document checklists for teaching materials and lesson plan and interview guide. The document checklists and interview guide were validated by Dr. Ratmanida, M.Ed, TEFL, a lecturer in English language education of Universitas Negeri Padang.

1. Document Checklist

There were two document checklists prepared in this research. The first document checklist was to determine the culture dimensions in in English teaching materials created by pre service English teacher (see appendix 1). The culture dimensions are products, practices, persons, community and perspectives proposed by Moran (2001). The indicators for document checklist 1 are listed in Table 1 below.

Table 2. The indicators for document checklist 1

No	Dimensions	Description
1	Products	art forms (music, clothes, dancing, painting, architecture, stories), places (destination) and artifacts (foods, tools)

2	Practices	acts, operations, scenarios and custom lives
3	Persons	identity and life history
4	Perspectives	perception, beliefs, values and attitudes
5	Community	People in certain group having certain goals

The second document checklist was to analyze the teaching and learning activities described in the lesson plan that integrate local cultures (see appendix 2). The indicators for document checklist 2 are listed in Table 2 below.

Table 3. The indicators for document checklist 2

Teaching phase	Description
Pre teaching	an initial activity in learning aimed at generating motivation and focusing student attention to actively participate in the learning process
Whilst teaching	learning process to achieve basic competencies. Learning activities are carried out interactively, are challenging, fun, and motivate students to participate actively, be creative, think creatively, and work together or individually
Post teaching	activities carried out to end learning activities that can be done in the form of a summary or conclusion, assessment, reflection, and feedback

2. Interview guide

An interview guide in research was a set of questions or prompts designed to help researchers gather information from participants during an interview. Thus, in this research, the interview guide used in order to know the consideration in choosing local cultures in teaching materials and challenges that pre service teacher faced in integrating local culture in English teaching materials and

learning activities in English lesson plan (see appendix 3). The indicators for

interview guide are listed in Table 3 below.

Table 4. The indicators for interview

Aspects	Indicators (Florentina, et al, 2022)
• Materials	Resources • Video, text, audio, dialogues, pictures • Cultural content
• Materials • Lesson plan	Time
• Lesson Plan	Types of learning activities
• Materials • Lesson plan	Other issue

E. The Technique of Data Collection

The technique of collecting is a way that the researcher used to get the data.

The researcher used some techniques to collect the data in this research as follows:

1. Documents collection

   Document used in this research was English teaching materials and

   lesson plans designed by the pre service English teachers in order to see the

   integration of local cultures as promoting culturally responsive teaching. The

   materials from ten pre service English teachers were collected through

   WhatsApp, Google Drive, and Telegram.

2. Document Analysis

   After the documents collected, the researcher analyzed the documents by

   using two document checklists. The first document checklist was to determine

the culture dimension integrated in English teaching materials proposed by Moran (2001). Then, the second document checklist was to analyze the learning activities described in lesson plan in order to integrate local cultures in teaching and learning process.

3. Semi-structured Interview

Semi-structured techniques include the majority of interviews for collecting qualitative data. In this method, interviews are based on using predetermined questions; however, the interviewers are also free to ask more questions for clarifications when required. In addition, interviewers can modify the wording of the questions, their orders, and explore new paths to gain the research purpose (Taherdoost, 2022). The researcher conducted the semi-structured interview with ten pre service English teachers. In this study, the interview was utilized to address the researcher's question about the challenges experienced by pre service teachers in designing English teaching materials and lesson plan in incorporating local cultures as promoting culturally responsive teaching to answer the research question 3. The interview also strengthened the research questions 1 about teacher's consideration in choosing local cultures in their teaching materials.

The interview was conducted through Zoom application. Zoom is a collaborative, cloud-based videoconferencing service offering features including online meetings, group messaging services, and secure recording of sessions. A key advantage of Zoom is its ability to securely record and store sessions without recourse to third-party software. This feature is particularly important in research where the protection of highly sensitive data is required.

Other important security features include user-specific authentication, real-time encryption of meetings, and the ability to backup recordings to online remote server networks ("the cloud") or local drives, which can then be shared securely for the purpose of collaboration (Zoom Video Communications Inc., 2016). The interview was conducted for approximately 15-20 minutes. The language used during the interview was Indonesia language. However, in finding, the statements of the teachers were translated into English. The researcher also recorded the interview and the video recording was automatically saved on the researcher's device.

F. The Technique of Data Analysis

There are three steps used to analyze the data. Based on Miles et al., (2014), the steps go systematically as described below:

1. Data Condensation

The process of choosing, concentrating, simplifying, and abstracting significant things is defined as data condensation. The researcher collected the data from teaching materials and lesson plans from ten pre service English teachers. Moreover, interview also was conducted with ten teachers to discover the challenges that teacher faced in designing local culture content integration and learning activities planned by the pre service English teachers.

2. Data Display

Following the collection of data, the researcher selected and compressed the information assembly from data condensation. It was determined by the research questions: (1) what local cultures dimension is integrated in English teaching materials designed by pre service English teachers? (2) what are

learning activities integrating local cultures in English lesson plan designed by pre service English teacher? (3) what challenges encountered by pre service English teachers in integrating local cultures in English teaching materials and learning activities in English lesson plan?

3. Drawing Conclusion

The last technique of data analysis was concluding. In this research, the researcher concludes the data display. In summary, the stages in data analysis were as follows: initially, the researcher gathered the data from documents and interview. The researcher used the formulation of the research issues to choose, identify, and focus on the data. The researcher utilized the data in appropriate words. Following that, a conclusion was reached.

CHAPTER IV

FINDINGS AND DISCUSSION

Chapter IV explains the data and the result of the research. The data are about the local culture integrated in English teaching materials, the learning activities designed by pre service English teachers, as well the challenges encountered by them in integrating local cultures in English teaching materials and learning activities in English lesson plan. The description of the data is divided into three major sections.

A. Findings

The integration of local culture in English teaching materials and lesson plans in promoting culturally responsive teaching were designed by the ten pre service English teachers who teach at secondary schools in Padang (West Sumatra), Jambi (Jambi), Pontianak (West Kalimantan), Banjarmasin (South Kalimantan) and Makassar (South Sulawesi). Based on the teaching materials, the local culture dimension used by the pre service English teachers was the product and practices. Moreover, the planned learning activities used by the pre service English teachers in integrating local cultures in learning were presenting pictures or videos or realia, giving triggering questions, doing debate session, creating project, doing fun activities, giving students' exercises, and using Kahoot! and Quizziz. However, the pre service English teachers also faced some challenges in designing those teaching materials such as knowing the students cultural background, choosing the local cultures, teacher's understanding about these local cultures, developing the materials, and selecting the visualizations. Moreover, they also faced some challenges in choosing the appropriate learning activities such as in determining the students' characteristics and learning model.

1. **The Integration of Local Cultures in English Teaching Materials Designed by Pre-Service English Teachers**

    Teaching material is one of the main factors that make teaching and learning process become success. The researcher analyzed the integration of local culture in English teaching materials designed by the pre service English teachers in order to know the dimension of local culture (product, practices, person, communities and perspective) chosen by them. The details are as below:

a. **West Sumatra Teacher (KF)**

    In English teaching material designed by KF, culturally responsive teaching approach was used in teaching descriptive text. Descriptive text refers to a type of writing that aims to vividly describe or portray a person, place, thing, etc. According to her materials, the teacher focuses on tourist places (product dimension) delivered through video and pictures.

    In the beginning of the lesson, a video was presented from Youtube by Djemo Graphic. The speaker is a foreign traveler from Swiss and loves to create a top places video in the world. One of the videos is about tourism destination from West Sumatra. The video narrated by using English language. Some tourist places in West Sumatra were described in the video. They are *Lembah Anai, Rumah Gadang Minangkabau* in Padang Panjang*, Istana pagaruyuang* Batusangkar*, Panorama* Bukittinggi, *Lobang Jepang, Musajik Asasi* in Padang Panjang, *Jambatan Limpapeh, Kinantan zoo, Jam Gadang,* and *Rumah Gadang* in Bukittinggi.

Figure 2. Tourist destination video by Djemo Graphic

Moreover, the use of place images from West Sumatra was also chosen for example the pictures of *Pagaruyuang Palace, Jam Gadang* and *Siti Nurbaya* Bridge. Those pictures were discovered in student's exercise. The teacher provided those pictures supported by a text and followed by questions. The pictures for the tourist places from West Sumatra are listed below.

Figure 3. Jam Gadang

Figure 4. Pagaruyuang Palace

Figure 5. Siti Nurbaya Bridge

Selecting the nearest tourism destination for students in West Sumatra was a wise decision, since the region boasts an abundance of remarkable tourist spots. It is thought that since education is so closely related to their lives, the students would be able to comprehend it well. It was illustrated in interview.

> The learning topic is descriptive text. Therefore, the text or image chosen
> is something that can be described and students have visited it or at least
> know about the tourist attraction. So, giving examples in learning is
> something that is close to their lives. (KF)

According to the teacher, the topic of the lesson determined the images and text used. In teaching descriptive text, the she selected a location that students had previously visited or were familiar with. This is a tourist destination for both

locals and foreigners, and all of the images taken are from the same province, where the students in her class are also from and have the same local cultural background.

b. **West Sumatra Teacher (HF)**

In English teaching material designed by HF, culturally responsive teaching approach was used in teaching hortatory exposition. Hortatory exposition text is text used to invite or convince (to persuade) readers or listeners about what should or should not be done. In her teaching materials, the teacher used "Marantau" or wander as the theme for the debate. A picture was also provided in her material.
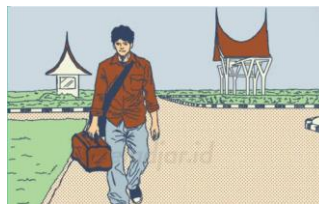
Figure 6. Merantau

The issue of wandering in the hortatory is likely to elicit students' thoughts because it is something extremely near to them and occurs frequently in their surroundings. It is expected that they had idea and could express it. It is illustrated in the interview section.

> It is intended that by focusing on *Marantau*, these students would be able to effectively express their opinions on matters that are personally relevant to them. My whole class consists of West Sumatran natives who are all familiar with the term *Marantau*. It is possible that one of the relatives or neighbors who traveled indirectly has a perspective on *Marantau*. The theme is not new to them. (HF)

According to the teacher, with students who have the same background and then given a discussion theme about local culture, *Marantau,* students are expected to be able to express their thoughts. It is possible that these students have experienced the impacts or seen the impacts of *Marantau* which they witnessed from their relatives or neighbors. This discussion is very interesting because the theme given is still widespread in West Sumatra society. In addition, Marantau is classified into practices dimension.

c. Jambi teacher (JA)

In English teaching material designed by JA, culturally responsive teaching approach was used in teaching about asking and giving opinion. In the context of learning English, asking and giving opinions refer to the ability to express one's thoughts, beliefs, and judgments, as well as inquire about the viewpoints of others. The teacher included product dimension (architectures and traditional food) in her teaching material. According to her material, the teacher integrating local culture could be seen in students' project. The project planned by the teacher was creating asking and giving conversation in pairs. Teachers gave some theme described below.

Figure 7. Mesjid 100 tiang

Figure 8. Gentala Arasy Bridge

Figure 9. Keris Siginjai monument

Figure 10. Muaro Jambi Temple

Figure 11. The Kayu Aro

Theme given was some architectures in Jambi such as *Mesjid 100 tiang, Gentala Arasy* Bridge, *Keris Siginjai* monument and *Muaro Jambi* temple. The teacher not merely focused on architectures; bus also included traditional food as a theme in student project such as *Teh Kayu Aro* from *Jambi*. According to her, the students have been confirmed to have visited or seen the architecture directly. Therefore, selecting architectural images in Jambi makes it easier for them to complete their projects in the form of conversations asking and giving opinions.

> For example, in the topic of asking and giving opinions, we show a picture of the Muaro Jambi Temple. They know about the temple and have visited it. So, they are more enthusiastic about learning and respond quickly. Another example is the famous mosque in Jambi which is the *Mesjid 1000 Tiang*, then Gentala Arasy is the icon of Jambi which is located in the center of the city so I took that example. Next, the Keris Monument is a night tour which is close to SMA Negeri 6, where I teach. It could be said that before going to school they passed the monument (JA)

The teacher noted that because students were more interested in learning and they answered rapidly when shown several pictures that were quite close to them. For example, the Muaro Jambi Temple. The students' response was positive because they had previously visited this location. Aside from that, there are photos of the *Mesjid 1000 Tiang* and Gentala Arasy bridge, which is Jambi's iconic landmark and is located in the city The focus of the class is also about the Keris monument, which students may see it before entering their school gates. As a result, while choosing a learning theme, teachers select visuals that they are acquainted with. They have prior understanding of the visual, thus they like the teaching and learning experience better integrated in their lesson.

d. Jambi teacher (JF)

In English teaching material designed by JF, culturally responsive teaching approach was used in teaching narrative text. Narrative text is a text which contains story (fiction/nonfiction/tales/folktales/fables) and its plot consist of climax of the story (complication) then followed by the resolution. This text is to entertain the readers. According to Moran (2001), folktale is categorized into art forms (product dimension).

In teaching narratives text, the teacher chose Indonesian folktale due to the level of the students. It is illustrated in teacher statement in interview.

> Because I teach at the high school level. Narrative text is also studied at junior high school level, maybe fables can be used there. But at high school level I prefer to choose folklore, because it is related to their culture. The storyline, the setting of the story, the issues raised in the story are local. And of course, the text is longer because there is an interesting story sequence. (JF)

The choice of folklore in teaching narrative text is due to the group of students being taught. JF teaches at a high school where he thinks folk tales are better because the text is longer, the diction is more varied, and the storyline is interesting. Apart from that, folk tales also raise local issues with local backgrounds. According to Moran, folktale is a part of art forms and is included into product dimension of culture.

In the beginning of the lesson, the teacher provided a picture of Rang Kayo Hitam. The picture is below.

Figure 12. Rang Kayo Hitam

This folklore talks about the leader of Jambi who was firm and wise. As Jambi residents, students are very familiar with this story. Thus, the teacher opened the lesson by asking about the story of Rang Kayo Hitam. Moreover, in teaching narrative text, the teacher chose *Malin Kundang* even though the story is from West Sumatra. The screenshoot from Youtube is listed below.

Figure 13. Malin Kundang

Students' familiarity with a story also encourages JF in determining which story to broadcast. The story of Malin Kundang is one of the most famous folk tales in

Indonesia. In strengthening the concept of narrative text, the teacher included the story of Malin Kundang. This was illustrated during the interview with the teacher.

> Even though Malin Kundang is not from Jambi, this story is very familiar
> to the public. Who doesn't know the story of Malin Kundang, right?. (JF)

Moreover, Timun mas, a folktale from Central Java, was also included in students' exercise. A story of Timun Mas was mentioned firstly and followed by some types of tasks: finding past tense, multiple choice, essay, true and false.

e. **West Kalimantan Teacher (IEA)**

In English teaching material designed by IEA, culturally responsive teaching approach was used in celebratory expression topic. A celebratory expression is a way of expressing joy, happiness, or excitement in response to a positive event or achievement. In her teaching material, she included product dimension (traditional dance) and practice dimension.

Dance is a part of art forms. Every region in Indonesia have own traditional dances becoming its characteritics and uniqueness. Including traditional dance in English teaching is one of the ways in local culture integration such as *Salendang Bawi* dance from Dayak, Central Kalimantan. The picture of the traditional dance is below.

Figure 14. Selendang Bawi Dance

The picture of Salendang Bawi Dance was shown in the beginning of the lesson by asking some questions such as "imagine your friend just won a traditional dance competition. What are you going to say?". The teacher tried to give a context in celebratory and attract students' attention to answer the question.

The second culture dimension integrated by IEA was practice dimension. According to Moran (2001), pratices are acts, scenarios and custom lives. Every province in Indonesia has various custom lives. In learning, the local culture could be integrated through custom lives or traditional events or activity. In teaching materials designed, there were some examples of custom lives integration such as *Tepung Tawar* in wedding celebration from Pontianak. The picture of Tepung Tawar is below.

Figure 15. Tepung Tawar

The name of *Tepung Tawar* given because the main tools and ingredients used in this implementation are flour made from finely ground rice and mixed with a little turmeric, and it is called plain, because it consists of leaves variation. The Pontianak Malay community believes that the Tepung Tawar can remove *sueh* (in Malay) or ward off evil that will befall someone. The way to

apply plain flour is to spread the flour and rosewater on people while reciting the Prophet's blessings. This ceremony is only carried out by people who are elders or respected both in the family and in the neighborhood. A wedding ceremony is usually carried out by a maximum of 14 people, 7 men and 7 women. They usually consist of the parents, in-laws, grandparents of the bride and groom or their representatives, aunts and uncles of the bride and groom, and two elder relatives (Hendra & Ariani, 2022).

In teaching greeting cards, the pre service English teacher from West Kalimantan (IEA) selected *Tepung Tawar* in her teaching and learing process. In addition, to quickening students' comprehension of the material as *Tepung Tawar* takes place in Pontianak frequently, this practice enhances students' understanding of *Tepung Tawar* and the cultural values in that activity.

The second custom live integrated in teaching materials was *Pawai Ta'aruf* from Pontianak. It was found in the teaching materials designed by the pre service English teacher from West Kalimantan (IEA) in teaching celebratory expression. The image of *Pawai Ta'aruf* is below.

Figure 16. Pawai Ta'aruf

Pawai Ta'aruf is an Islamic New Year celebration in the city of Pontianak. This event is attended by people of all ages, from youngsters to parents. They all wear in white with Islamic nuances and walked together started from chosen location.

In deciding local culture such as Tepung Tawar dan Pawai Ta'aruf in teaching greeting cards, the teacher mentioned two reasons.

> First, in this tradition they are certain to have participated in the tradition of plain flour. For Tepung Tawar, it is not only for weddings, but also expressing gratitude at the birth of a baby, new house, *khitanan* or even *aqiqah.* So, it is a cultural procession, they have witnessed and been involved in the event. The same thing happens with the Pawai Ta'aruf, which is held every year in Pontianak and is a long-awaited event in the community. The second reason is to provide variety in the greeting cards, most greeting cards only focus on birthdays, graduations or certain achievements. (IEA)

The first reason was students' familiarity with these local cultural activities. They have witnessed Tepung Tawar activities on various themes such as Tepung Tawar to celebrate the birth of babies, weddings, etc. Furthermore, they also have experience in celebrating the Islamic New Year by holding a Pawai Ta'aruf. The second reason was the teacher gives a new color to learning greeting cards. In general, someone makes greeting cards for certain events such as birthdays or graduations. However, in this lesson, the teacher raised cultural activities that could be used as context for teaching greeting cards.

f. West Kalimantan Teacher (RR)

In English teaching material designed by RR, culturally responsive teaching approach was used in teaching descriptive text. Descriptive text refers to a type of writing that aims to vividly describe or portray a person, place,

thing, etc. According to her materials, the teacher focuses on tourist places (product dimension) delivered through pictures.

Equator monument was discovered in teaching materials designed by the pre service English teacher from West Kalimantan (RR). The picture is below.

Figure 17. Equator monument

In teaching descriptive text, the teacher chose one of the famous architectures in Indonesia located Pontianak, West Kalimantan. It also aimed for students to understand the concept of descriptive text through examples of texts containing the monuments located in their region. It is illustrated in interview section.

Using the Equator monument is because they have also been there. They

see it concretely. Thus, they already know what it looks like, its location,

etc. With that experience, students feel connected to what we teach.

The teacher incorporates students' experiences when learning descriptive text. A teacher-given example that students have familiarity with will make learning easier for them to grasp. Students will have a more intimate connection to the issue under discussion. Students from Pontianak are guaranteed to have seen the Equator monument, which is a well-known and historical buidling. As a result, the students no longer fantasize what the monument looks like; instead, they have a concrete image.

The images of *Bale Kambang* and *Temajuk* beaches were discovered in students' exercise. The pictures of those beaches below.

Figure 18. Bale Kambang

Figure 19. Temajuk Beach

In teaching the descriptive text, the pre service English teacher selected to use tourist attraction too. Even though the teacher came from West Kalimantan, she also included places from outside the province, namely *Temajuk* beach in East Java. It is also highly recommended for teachers to also remind or introduce culture from other provinces such as tourist attractions. Thus, students do not only focus on their culture but the culture of other ethnics in Indonesia.

g. **South Kalimantan Teacher (DH)**

In English teaching material designed by DH, culturally responsive teaching approach was used in teaching procedure text. It is a type of text that provides step-by-step instructions or directions on how to perform a specific task or activity. The primary purpose of a procedure text is to guide the reader or user through a series of actions in a clear and logical manner to achieve a particular outcome. The procedure text can be in cooking certain dishes, operating some tools, etc. According to his materials, the teacher integrated traditional food (product dimension) in delivering the lesson.

In his teaching materials. the traditional food also became an option to integrate local culture in English teaching materials such *Lempeng Pisang* from Banjarmasin. The picture is below.

Figure 20. Lempeng Pisang

Lempeng Pisang are also known as Bornean pancakes. The recipe is similar to that for fried bananas, but using coconut flakes and shredded coconut instead. Banana plates can be topped with powdered sugar, different sauces, honey, sweetened condensed milk, ground cinnamon, cheese, and other ingredients.

> This Banana Plate, a classic dish that is simpler to prepare and requires
>
> basic utensils, will be continued in practice at the conclusion of the
>
> semester. It will be simple for them to obtain the ingredients when they
>
> practice later. (DH)

Moreover, the teacher chose Lempeng Pisang as the teaching material for the text procedure because there would be practice in cooking traditional food in the end of the semester. Thus, the teacher considers that Lempeng Pisang are quite easy to make, using simple equipment and the ingredients are also easy for students to find.

h. **South Kalimantan Teacher (GAF)**

In English teaching material designed by GAF, culturally responsive teaching approach was used in teaching expression of invitation. Through this topic, the students are expected to be able in expressing invitation and the appropriate responses. According to her materials, the teacher integrated two dimesion of culture: products and practices dimension.

In teaching expression of inviting somebody, the pre-service teacher from South Kalimantan (GAF) included a traditional event from Banjarmasin. Providing examples of activities are not only related to birthdays or graduations, but also other activities that are also close to students, such as the *Batamat Qur'an* activities that they have carried out.

Figure 21. Batamat Qur'an

The custom live integrated in teaching materials was *Batamat Qur'an* from Banjarmasin. The Banjarnese generally view the *Batamat Qur'an* as a sacred tradition and ritual whose existence is a sign of a person's success in studying Al-Qur'an. According to Saputra (2021), in its implementation, the event venue is usually decorated with special umbrellas called flower umbrellas or *Payung Kembang*. This particular flower umbrella is a three-tiered umbrella strung with various flowers such as canangas, champacas, jasmines, roses and gardenia jasminoides (*bunga Kaca Piring*). It is illustrated in interview section.

> I often find that when teaching invitations, teachers often give examples of inviting someone to a birthday party or graduation. Now I try to provide another context but still close to students, namely the Batamat Qur'an. Batamat Qur'an is an activity that they have already gone through. The activity of inviting peers, relatives and neighbors to watch this activity is often carried out. That's why I opened this lesson about their experiences. (GAF)

Acoording to her, birthday party and graduation are the famous situation used in teaching invitation. Therefore, Batamat Qur'an serves as a setting where students can extend an invitation to others. They have taken part in this event as well, where it has been customary to invite neighbors, friends, and family to watch it together. For this occassion, students have done it and in learning they understand the concept and then try to switch their language to English.

The pictures of *Keladan hill* as tourist attraction and *Lok Baintan Floating market* from Banjarmasin also found in students' exercise. The pictures for the places from South Kalimantan are listed below.

Figure 22. Keladan Hill

Figure 23. Lok Baintan
Floating market

Both pictures were found in learning the expression of inviting somebody. The pre service English teacher provided a task supported by the pictures in order to emphasize the contexts based on the question given. In addition, the traditional game was mentioned such *Balogo* game. Balogo games was mentioned in a dialogue supported by a picture in learning the expression of inviting somebody. This game is traditional games from Banjar.
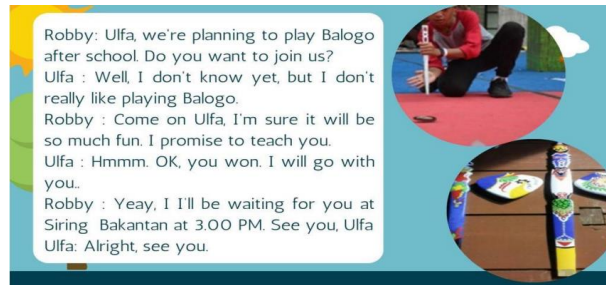
Figure 24. Balogo Race

It was a great move to choose the closest locations for students and a famous traditional game in South Kalimantan. It is expected that the students would understand the lesson because it was closely tied to their lives. It was illustrated during interview section.

> I do try to continue teaching English but using locations or events that are
>
> near them. Because meaningful learning is learning that is related to daily
>
> life and experiences (GAF)
>
> Yes, I also integrated the original *Balogo game* from Banjar in inviting
>
> friends to play together. This integration is important because Balogo
>
> games activities are still widespread in Banjarmasin. (GAF)

According to the teacher, learning is meaningful when the learning is linked to experience. The choice of places such as Keladan Hill and Floating Market was because students had visited or knew about these places. Then, the Balogo game was an original game from Banjar and is still popular today. These three situations enable students to understand the use of expressions of invitation.

i. **South Sulawesi Teacher (NI)**

In English teaching material designed by NI, culturally responsive teaching approach was used in teaching narrative text. Narrative text is a text which contains story (fiction/nonfiction/tales/folktales/fables) and its plot consist of climax of the story (complication) then followed by the resolution. This text is

to entertain the readers. In teaching narrative text, the teacher preferred to include folktales from some province in Indonesia. The screenshoot from Youtube is listed below.

Figure 25. The Crying Stone

Figure 26. Telaga Warna

The folktales The Crying Stone from West Kalimantan and were *Telaga Warna* from West Java. The teacher determined the stories from different region. It is illustrated in interview section.

> The selection is only based stories. One original story is from South Sulawesi and a story is from Java. It is also based on animated videos available on YouTube. Because I have to choose good pronunciation that suits my students' abilities.

Interviews revealed that the teacher had chosen The Crying Stone in an effort to incorporate not just her own South Sulawesi culture. On the other hand, she also blended cultures from another province, West Java. Introducing students to the cultures of various ethnicities is vital in culturally responsive education, and this is strongly advised. Also, the two narrative videos that were picked for the class

took into consideration diction that suited the students' level of understanding as well as engaging animation. According to Moran (2001), using folktales in teaching can included into product dimension of culture.

j. South Sulawesi Teacher (TI)

In English teaching material designed by TI, culturally responsive teaching approach was used in teaching expressing hope and pray. The pictures of *Selayar* Island and *Bira Beach* from South Sulawesi were also found in students' exercise in giving context for the students. The pictures for the places from South Sulawesi are listed below.

Figure 27. Selayar Island

Figure 28. Bira Beach

She believed that using closest example to the students would help them in understanding the lesson. It is illustrated in interview section.

During learning, I give common examples. The situation given is very familiar to them. The images provided are also images in their province. The purpose is to help them in understaning the lesson (TI)

Since learning is correlated with one's surroundings, the teacher seeks to boost students' understanding of learning by presenting example and scenarios that are close to them as well as by providing visuals that are relatable to them. Furthermore, *Bakiak* race was mentioned in student's task in teaching materials designed by the pre service English teacher from South Sulawesi (TI). As a

matter of fact, this traditional game is not from Sulawesi but it is from West Sumatra. This traditional game originated in West Sumatra. However, the teacher introduced the traditional game from outside her province. This is very important for students to comprehend cultural diversity in the form of traditional games from other places.

Based on the findings above, it can be concluded that the pre service English teacher incorporated local cultures in their English teaching materials using two dimensions: product and practices. The product dimension was in the form of tourist places, architectures, traditional dance, food, games and folktale. Moreover, the practices dimension was in the form of traditional custom and events.

2. **The Learning Activities Integrating Local Cultures in English Lesson Plan Designed by Pre-Service English Teachers**

The first teaching process was planning. A lesson plan is one of key the successful learning in the class because it is a detailed plan prepared by the teacher in advance for daily teaching. The researcher analyzed the learning activities of the pre service English teachers made in the lesson plans in order to know kinds of learning activities chosen by them in integrating local cultures. The details were as below:

a. **West Sumatra Teacher (KF)**

Teachers frequently utilize pictures and videos as a media. Aside from the visualization being entertaining and drawing students' attention, providing videos or photos will assist students grasp what is being displayed. The using of

pictures and videos was a way in integrating local culture in teaching and learning process. It was expected that they could understand easily about the topic and realize how beautiful their own culture.

In the beginning of the lesson of descriptive text, the teacher provided video in her lesson plan. The example of using videos in lesson plan is below.

Guru menyajikan sebuah video tentang beberapa tempat wisata yang ada di Sumatera Barat
https://www.youtube.com/watch?v=65n-T31vIJM

Figure 29. A video in lesson plan

The teacher would show the tourist places video in West Sumatra narrated by using English language. It is intended that presenting the video, sites around them that they have visited, at the start of the class would help students understand the learning topic.

Ssome of the triggering questions found in whilst teaching were based on the videos or pictures contained local cultures given such as *Marawa* Beach as tourism place in West Sumatra. The pre service teacher (KF) planned to show a picture of *Marawa* Beach and then ask some questions about their knowledges and experiences about it.

✔ *Look at the picture! Do you know what this place is?*
✔ *Have you ever visited this place before?*
✔ *Can you describe this place?*
✔ *What can you do/see in this place?*
✔ *Can you mention another tourism place out of West Sumatera?*
✔ *Have you ever visited that place?*

Figure 30. The example of the triggering questions in lesson plan

The question was strarted from Yes/No question to identify the displayed

image. Then, questions continued about students' experiences in visiting this place. The teacher directed students to remember the place and tries to express what they could describe about *Marawa Beach*. Moreover, the next question guided students to mention other tourist attractions they know in West Sumatra. These questions have the potential to connect students with their own experiences. They are encouraged to become involved in learning something by observing their surroundings.

Moreover, in whislt teaching, the teacher provided task for the students in groups based on their ability (low, regular and high). For low ability students, they are asked to explain the social function of a descriptive text titled Pagaruyuang Palace and are given 10 questions to translate the vocabulary contained in the text. For regular ability students, they are asked to identify the structure of descriptive text and answer 5 questions to determine True or False regarding the information in the descriptive text titled Pagaruyuang Palace. Meanwhile for the high ability students, students are asked to compare 2 descriptive texts (Jam Gadang and Siti Nurbaya Bridge) and look for information related to content, social function, language features and tenses.

b. West Sumatra Teacher (HF)

Debate in learning is a debate between groups of learners in relation to the issues presented in the classroom to be used solely by the students in order to understand the subject better. Through debate activities, the students can think crtically and express their own perspective and opinion related to the issue verbally.

According to the lesson plan, the pre service English teacher in whilst teaching planned to conduct debate acitivities in teaching hortatory text by dividing the students in to two large groups, pro and con groups. The culture of "*Marantau*" or wander was the theme. *Marantau* in Minangkabau tradition is a necessity, especially for young people if they want to be seen as adults in society. *Minang* society considers teenage boys and young men who are not married and do not go abroad as people who are timid and cannot live independently. In this activity, both of the groups would have discussion before explaining their prespective about the theme. The integration of Minangkabau culture involved in this activity was expected to engage students in learning because the theme was in their surroundings. Then, the teacher assigns students to prepare a writing draft for the next meeting regarding hortatory exposition texts according to the problems that students have responded to orally.

c. **Jambi Teacher (JA)**

Collaboration in learning is one of the 21 century skills that students need. Collaboration is needed for the students to help them understand how to face a problem, how to pitch solutions, and how to decide the best action in every activity and it is also helpful for students to learn how to interact with other people and to learn that people do not always have the same idea with they do.

Moreover, a collaborative work found in whilst teaching was planned by teacher including local cultures such as the project in creating asking and giving opinion based on the theme given. The theme provided by pre service English teachers were some certain architectures and traditional food in Jambi

such as *Muaro Jambi* Temple, *Gentala Arasy* Bridge and *Teh Kayu Aro*.

> 14. Peserta didik diberikan pilihan tema/topik yang akan dibicardibebaskan untuk menetukan tema/topik dialog yang akan mereka buat. Namun, disarankan memilih topik kearifan lokal. (diferensiasi produk) – Cultural Responsive Teaching.
> 15. Peserta didik merancang *dialog asking and giving opinion* secara berkelompok pada lembar kerja yang disediakan.

Figure 31. The example of students' project in lesson plan

Students were permitted to choose a theme for their project. The themes provided are also relevant to their area. It is thought that the effort of creating asking and offering discussions would go well because they already have experiences for these topics.

d. Jambi Teacher (JF)

In teaching narrative text, the teacher carries out apperception by showing a picture of Rang Kayo Hitam. Rang Kayo Hitam is a folk tale originating from Jambi. The teacher begins to ask questions based on the picture. The questions were like "Have you ever heard the story of Rang Kayo Hitam? If yes, what was the story about?" and so on.

In whilst teaching, students are asked to observe a video. The animated video is a folk tale from West Sumatra, Malin Kundang. Students take notes the information contained in the video. Then, the teacher asks several questions about the detailed information obtained from the video shown, such as "What does the video tell you about?, who are the characters of the story? etc. Furthermore, group assignments are given in whilst teaching. This task consists of four parts, namely find the meaning of certain words, find five sentences
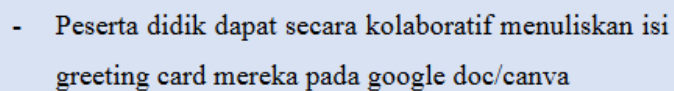
using past tense, multiple choice and find the correct generic structure of the Timun Mas story.

e. **West Kalimantan Teacher (IEA)**

Using fun activity as an instructive device is not something new and had a long history in the world of education. The learning will be more relaxed and interesting. It helps the students to pay more attention, understand the lesson easier and interact with classmates more. In an effort to involve local culture teaching and learning process, a fun activity was found in the lesson plan. Cut and glue activity was the example. In groups, the students were needed to match between the pictures such as *Tepung Tawar*, *Pawai Ta'aruf* and other events with the appropriate expression of congratulation.

Another project in lesson plan designed by the pre service teacher was creating greeting card using Canva. The theme were some events in Pontianak such as *Tepung Tawar* for wedding celebration and *Pawai Ta'aruf*.

> - Peserta didik dapat secara kolaboratif menuliskan isi greeting card mereka pada google doc/canva

Figure 32. The example of students' project in lesson plan

Varying the tasks also keeps students from being bored, which is especially important with the Z generation, who are comfortable with technology such as Canva. Therefore, the greeting cards were designed through Canva collaboratively based on the theme given by the teacher. This tool not only allows students to incorporate elements of their local culture into their tasks, but it also makes use of their creativity

f. West Kalimantan Teacher (RR)

In teaching descriptive text, a fun activity found on her lesson plan. The activity was the snowball throwing. The students would be divided into five groups. The leader from each group would get the instruction from the teacher and then the leaders explained the instruction to their members in ten minutes. In group, they would discuss to create three questions according to the text given. The text was about the *Equator* monument. The question would be written in a piece of paper and the paper containing the questions was crumpled until it forms a ball (likened to a snowball). Each group leader would throw their snowball towards the other group with their backs to it. Each group that gets a snowball must answer the questions on the board correctly and quickly.

In addition, the students' exercise was not only through paper based, but also through mobile phone. Nowadays, the use of technology is also involved in teaching and learning process. Quizizz are online learning platforms designed to make the learning experience more interactive and fun. Teacher (RR) also engages students in using Quizziz for students' task. Here is the example of questiond found in her Quizziz.
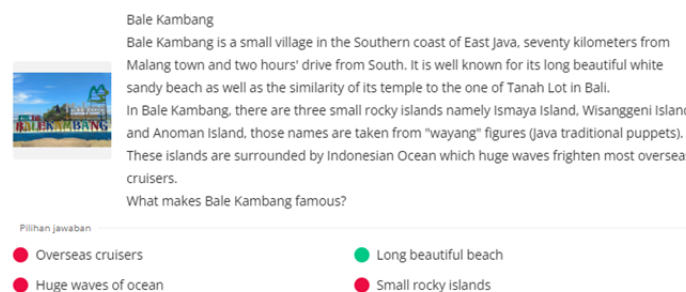
Figure 33. A question found in Quizziz

g. South Kalimantan Teacher (DH)

A triggering question in teaching and learning process is a question used to enhance the student's involvement and allow them to participate in the discussion (Pandu, et al, 2023). Students can convey their thoughts in the form of statements or questions. Based on the English lesson plans created by pre service English teachers, some triggering questions were discovered.

The triggering questions could be in the form on question only such as asking students about their knowledge about their traditional food. The pre service English teacher from South Kalimantan (DH) planned directly to ask those questions before come to the main topic.

> Guru mengajukan pertanyaan pemantik yang ada keterkaitannya dengan topik yang akan dipelajari.
> *"Do you know any traditional food of South Kalimantan?"*
> *"Do you know how to make it?"*

Figure 34. The example of the triggering questions in lesson plan

The use of realia was chosen by the pre service English teacher from South Kalimantan (DH) in delivering the lesson to the students. The example of using realia in lesson plan is below.

> • Guru menunjukkan realia makanan khas Kalimantan Selatan yang ada keterkaitannya dengan topik yang akan dipelajari.
> *"Please look at this food that I bring to you."*

Figure 35. The example of using realia in lesson plan

In the lesson plan, the pre service teacher would like to bring the traditional food from Banjarnese, *Lempenng Pisang*. The student would see directly the real object in their classroom. Realia as a learning tool would make the process more memorable and pleasurable since students will be able to utilize their senses.

The last activity that teacher integrating local culture was through task. In exercise 1, the teacher divided the students into some groups. The type of the task were essay and true/false questions. Moreover, the individual task also carried out by the teacher in the form of multiple choice. Both of task was related to *Lempeng Pisang* text.

h. South Kalimantan Teacher (GAF)

In the lesson plans designed by the ten pre service English teachers, there were some pictures found such *Batamat Qur'an* from Banjarmasin. The example of using picture in lesson plan is below.

Figure 36. The example of using picture in lesson plan

In lesson plan, the teacher engages students' attention by using of picture in apperception. The use of pictures at the beginning of learning is expected to ensure that the student is ready in absorbing the learning knowledge (Howard, 2002). Moreover, the pictures chosen should be clear for the students. *Batamat Qur'an* image above was clear enough to give description about the Banjarnese event.

In whilst teaching, the teacher showed a dialogue between two kids who have planning to play *Balogo* games, a traditional game from Banjarmasin. The teacher asked students to read it and mentioned the expression of invitation based on the dialogue. Moreover, various tasks found in lesson plan. First, the

teacher used Quizizz for group task. Second, multiple choice was for individual task.
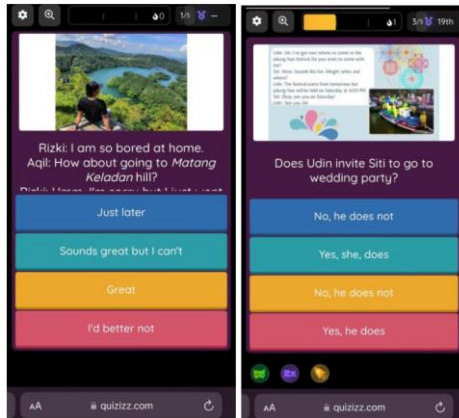
Figure 37. The example of task in Quizizz

i. South Sulawesi Teacher (NI)

In the beginning of the lesson, the teacher provides a stimulus through video of the crying stone. Then, the teacher asks some questions relate to the video: do you know the story? What is the title of the story? Who are the characters in the story? What is the moral value of the story?. Moreover, the teacher showed another video, Telaga Warna. The teacher asked some questions relate to the video: what is the story about? Who are the characters in the story? Why does Prabu go to the jungle every day? Why everybody is crying? What happen with the palace?

Furthermore, a task was given to the students. The students were divided in to some groups to find a narrative text from South Sulawesi and identify the generic structure of the story. In addition, In the lesson plan designed by the pre service English teacher in teaching narrative text. Kahoot! used as platform to conduct the task or quiz in individually and collaboratively. The task or quiz in those platforms was consisted some questions based on text

and dialogues. The example of question found in Kahoot design by NI.
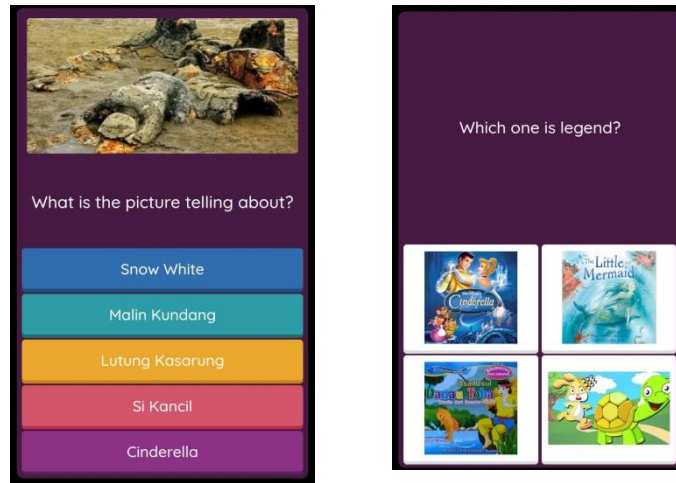
Figure 38. Some questions found in Kahoot!

j. South Sulawesi Teacher (TI)

Based on the lesson plan designed by the teacher, there was only an activity found in integrating local cultures in whilst teaching. The learning activity was only in students' exercise. In the task, the teacher provided some pictures (Bakiak race, Selayar Island and Bira Beach) and give the context in expressing hope and pray. The students were asked to complete the dialogues.

Based on the explanation above, there were seven learning activities mentioned in lesson plans designed by the pre service English teachers in integrating local cultures. Those activities were presenting the students pictures or videos or realias, giving triggering questions, creating project in groups, doing debate session, doing fun activities, using various task to the students and using Kahoot! And Quizziz. Some of activities in delivering cultural content were discovered in pre and whilst teaching.

3. **The Challenges Encountered by Pre-Service English Teachers in Integrating Local Cultures in English Teaching Materials and Learning activities in English Lesson Plan**

Integrating local cultures into teaching materials as an effort in promoting culturally responsive teaching makes more relevant learning because bringing student's culture in their lessons. However, according the interview with ten pre service English teachers from West Sumatra, Jambi, West Kalimantan, South Kalimantan Selatan and South Sulawesi, some challenges in designing teaching materials and lesson plans were mentioned. The challenges in designing teaching materials integrated local cultures were below:

a. Determining the students' cultural background

Before deciding which local culture to choose based on the topic, the educators need to know their students especially students' cultural background. There may be students in a class that are from the same place and share the same culture. However, students from many locations and cultures are represented. The educators must investigate variety in order to reach conclusions. It is illustrated in interview section.

> "I conduct a diagnostic exam to ascertain their cultural background
> before implementing the lessons I've learned with this method. As such,
> they are mostly Dayaks, Malays, and other ethnic groups." (IEA)
>
> "I did a diagnostic test first before designing the teaching module
> because it was tailored to the students' culture. My students are from
> Makassar, Flores, Malay, etc" (NI)

Some pre-service English teachers face students from various regions, such as teachers from West Kalimantan (IEA) and South Sulawesi (NI) and some teachers also face students from the same ethnicity, such as students from West Sumatra (KF) and South Kalimantan (DH). Therefore, according to the interview, the pre service English teachers needed to provide a diagnostic test to the students to know the students' cultural background. The test was in the form of questionnaire and carried out before the class was held. Teacher IEA found that her students were from Dayaks and Malay; meanwhile, teacher NI had students from Makassar, Flores and Malay. Thus, the students in the class come from different regions and have differences in local culture even though they study at the same school.

Due to cultural variations, the teachers are needed to include their local culture. Aside from incorporating the local culture of the school's location, it also incorporates minority students' cultures into the learning experience. Apart from making it easier for them to understand the learning, it also increases their sense of appreciation. It is illustrated in interview section.

There are variances in the classroom, and we strive to include aspects of their culture. Students will feel more respected, and others will be able to discover and appreciate their unique features or differences. As a result, learning is not limited to one place but also includes learning about the cultures of other regions (NI)

According to teacher from South Sulawesi (NI), linking learning to local minority cultures in the classroom is extremely beneficial for students. Minority students feel more valued since their local culture is integrated into the teaching

and learning process, while other students are exposed to other local cultures. So, distinctions are not about emphasizing the uniqueness of each local culture, but about instilling a feeling of understanding and respect for these differences since, in the reality, they are still the same nation, Indonesia. It is also accordance with Indonesia's national motto *"Bhinekka Tunggal Ika"*, the concept that even though Indonesia consists of various tribes, religions, races and cultures, the Indonesian nation remains an inseparable unit. This diversity is recognized, appreciated and united in a spirit of unity.

b. Determining local culture based on the topic.

In the teaching and learning process, culturally responsive teaching promotes learning with cultures. Teachers are supposed to be able to embrace the rich culture of Indonesia. Learning might begin with their culture as well as other local cultures ranging from Sabang to Merauke. Students may grasp English learning by using their own cultures. Based on interviews with pre service English teachers who faced cultural diversity in their classrooms, they experienced a challenge in determining the local culture in a meeting. It is illustrated in interview section.

> "So, we have to be clever at choosing culture aspects with existing
>
> topics. It is not easy to include all cultures in one meeting." (IEA)

Culturally responsive teaching also emphasize that the materials is not only focus on students' local culture but also other cultures from different ethnics. The teachers struggle to decide which culture to highlight at a given meeting because the country has such a diverse range of cultures. It is illustrated in interview section.

"Because of many cultural components available, selecting appropriate cultural content requires more time. As a result, it must be tailored to the topic as consideration." (DH)

"Then choose the cultural aspects too. Because there are so many choices, we are confused about which one to choose. That's why I chose familiar stories first to establish the concept, then for new assignments I took out other folk tales." (JF)

Moreover, the pre service English teachers experienced challenges in determining which cultural dimension to include in teaching materials. According to Moran (2001), culture dimension can be divided into five: product, practices, person, community and prespectives. It must be adjusted to what topic would be discussed. In addition, the teacher also mentioned that confusion regarding choosing folk tales. Therefore, the option was choosing folktales that are popular among students due to students' understanding about the topic. Then, the teacher began to discuss folklore from other regions in the students' assignments.

c. Teacher's understanding of local culture

Teachers are obliged to research the local culture that will be integrated in teaching materials. They also need to understand the local culture that will be brought into the classroom. According to pre service English teacher, the ownership of a culture must be clear. It is illustrated in interview section.

"Furthermore, these cultures are often duplicated or the same, for example there are some foods that exist in Java too. The students sometimes also asked about the origin of them. As a teacher, we have to

be as authentic as possible. Be careful in choosing regional or national culture." (DH)

There is both national and local culture. National culture is the culture that reflects a nation, whereas local culture is the culture that is unique to each region of a country. For example, *Lempeng Pisang* is a traditional food from Banjar, *Rendang* is a traditional food from West Sumatra, Pempek from South Sumatra, etc. However, there are several traditional foods that are known worldwide as typical food of that nation, such as Fried Rice/ *Nasi Goreng* from Indonesia. An educator must be able to see such a distinction.

Moreover, pre service English teacher from South Sulawesi (TI) also has the same idea with DH. As the teacher, it is a necessity for teachers to find out information about belonging to a local culture that may be mistaken among students. It is illustrated in interview section.

> "When discussing the students' exercise, I also included information about the local culture that I integrated, especially for local cultures from different province such as Bakiak race. Most of my students think that bakiak race is originally from Makassar because in a celebration of 17 August, the Youth Pledge, Khatam Qur'an, Bakiak race is one of the games held. I thought so, but because I still had doubts, I tried to look for reading sources. At that moment, this mistake was straightened out. Sanya bakiak race is a game originally from West Sumatra, but this game is famous everywhere. So, teachers' understanding of local culture must be the most important component, because we are the ones who are responsible for every word that we say." (TI)

Mistakes regarding ownership of a local culture may occur due to the familiarity of a culture in a particular area. For example, the Bakiak race is considered a traditional game from Makassar. Students and teachers think the same thing because this game is widely played at various events in the area. However, because the teacher is the center of information for students in learning, the teacher tries to find the truth by reading several sources. This error is corrected when discussing student assignments in class. Even though in this area, Bakiak races are often held, the originality of this game comes from West Sumatra.

To ensure that there is no doubt made during the teaching and learning process, the ownership of a specific culture must be evident. Since maintaining students' native culture and those of other local cultures distributed throughout Indonesia is just as important as making learning simpler for them, adopting a culturally responsive teaching approach is a goal in itself.

d. Adapting the materials

The learning materials nowadays can be found into books and internet. However, the ability of adapting those materials is also essential to get the relevant materials for the students. Therefore, the pre service English teachers modified the text to be more revelant and simpler to the students.

> "I modified the text. I got it from the internet but it was too long, then I modified it to make it simpler. However, it still complies with the correct procedure text structure." (DH)

He explained that the material he obtained on the internet was too long. Modifications to the text must be made to suit the students' abilities. Apart from making the text easier for students to understand, they also pay attention to the

structure of the text being taught. In addition, pre service English teachers in interview also mentioned that finding the text was quite difficult because the local culture was less well-known.

"It's a bit difficult to find appropriate texts because local culture is not very popular. Once I got the source, the vocabulary is quite hard, but then I try to adjust the vocabulary." (IEA)

"Not all local culture is known to the general public. Automatically learning resources about this are also minimal. Adaptation of materials must be made so that they can be used in teaching." (GAF)

It could be challenging for educators to acquire particular local cultural texts that are not as widely recognized in the general public. The activities of *Tepung Tawar* are renowned solely in Pontianak, West Kalimantan. The descriptions of these actions were woefully inadequate. The existing texts are not appropriate to the level of their students. Thus, she adapted the existing texts by using simpler diction. Teacher from Banjarmasin (GAF) also mentioned similar thing that the lack of popularity of a local culture means that learning resources about it are also minimal. Thus, teachers have more effort in adapting teaching materials so that culture-based learning can be realized.

"Although I made some changes and additions in the text that was taken from the internet. I corrected it because it had several grammatical mistakes, and I also included some more details on the monument." (RR)

Teacher from Pontianak in teaching descriptive text also did the materials adaptation. She got the text about the Equator Monument in internet. However,

she needed to correct some statements that contains grammatical mistake. The text would be share to the students; therefore, the correct text must be prepared. In addition, the teacher also said that she added some information about the monument in order to complete the text.

e. Selecting the visualizations

A component to consider is the selection of images connected to a specific culture. The image is expected to be clear and unambiguous. The pre service English teachers also experienced challenges in selecting images from the culture. In the internet, they found so many pictures of it, it needed some consideration to choose the suitable one. It is illustrated in interview section.

> "I was a little confused in choosing a picture from the many in the city
>
> of Jambi and also choosing a picture that was clear so that it reflected
>
> what we meant." (JA)
>
> "I chose an image that was easy to see, the clearest because the shape of
>
> a Lempeng Pisang is not that unique, so I looked for one that students
>
> wouldn't be confused about." (IEA)

Although there are many different types of photographs available on the internet, teachers must choose images that accurately convey their ideas and are clear enough to display their students in classroom. Furthermore, some videos chosen need some consideration before presenting it to the students. It is illustrated in interview section.

> "The teacher must choose a clear and good video that is appropriate to
>
> the topic, has cultural elements and the explanation is also easy to
>
> understand. We can easily search on YouTube, there are lots of videos
>
> about tourist places, but there are still considerations." (KF)

According to her, On YouTube, we can discover various videos that help with learning. However, before showing it to students, the teacher must consider several factors, including the clarity of the visuals in the video that contain the local culture that the teacher is referring to, relevance to the learning topic, and relevance of the English sentences in the video to the students' abilities.

Moreover, the challenges in designing learning activities in English lesson plan integrating local cultures were below:

a. Determining the students' characteristics

According to pre service English teachers in interview, the learning activities were considered based on learning style of the students. Thus, the educator needs to design some activities that encourage them in studying. It is illustrated in interview section.

> "In the classroom, we must take our students' learning styles into
> account. Thus, it also requires time to choose appropriate activities and
> make sure that students can concentrate on their studies." (IEA)

Certainly, considering students' learning styles is a valuable aspect of effective teaching and lesson planning. Learning styles refer to the preferred ways individuals acquire and process information. There are various learning style models, such as visual, auditory, or kinesthetic, and understanding these preferences can help teachers tailor their lesson plans to better meet the needs of diverse learners. For example:

> "I am more constrained in determining learning activities. Because my
> type of student prefers learning through action, I have to consider
> kinesthetic activities, for example snowball throwing." (RR)

Students in this class like kinesthetic learning activities. It links the process of learning to physical activity. It is a learning style during which the learner has to feel or move in order to learn more effectively. In this teacher's lesson plan, a kinesthetic activity was found, namely snowball throwing, in learning descriptive text. Pre service English teacher from South Kalimantan (GAF) also faced the same challenges that most of the students in her class has dominant learning style. It is illustrated in interview section.

> "After some investigation, I discovered that my students preferred it when something was conveyed visually, such as a picture. They become bored quickly if what is aired or in their task contains many words. That is why my module has so many pictures. Because students examine the visuals first, which is very beneficial in comprehending the text or questions in their practice." (GAF)

In her class, students are very interested when the assignments given are supported by images. This is because they will feel they understand the task better. They try to analyze the image first, then move on to the text. Students admitted that they would feel bored when their assignments were full of words. It means the students have visual learning. Therefore, the teachers need to appropiate activities in their planning in order to make learning more interesting to the students.

b. Determining the learning model.

The learning model is one of the important components to give guidance in choosing the learning activities. The pre service English teacher also mentioned

in interview that they needed time to determine the appropriate learning model. It is illustrated in interview section.

"Selecting a learning model and learning activities are inextricably linked. This is adapted to project-based learning. We create a project in the form of a conversation about asking and giving opinions with the themes that have been given." (JA)

"Determining the learning model that I will use because I have to pay attention to the characteristics of my students." (NI)

The relationship between a learning model and learning activities is one of alignment, integration, and practical application. The learning activities within a lesson plan should be carefully chosen to reflect and implement the principles and strategies advocated by the selected learning model which must be linked to the student's character as well.

In designing teaching materials containing local cultures, the pre service English teachers encountered some challenges in determining the students cultural background, determining the local culture based on the topic, understanding the local cultures, adapting the materials and selecting the visualization. Moreover, they also faced some challenges in choosing the appropriate learning activities such as in determining the students' characteristics and the learning model.

B. Discussion

In promoting culturally responsive teaching, the integration of local cultures into teaching materials and lesson plans is a strategy to make the learning more understandable and to introduce the local culture to young generation of this nation. Pre service English teachers as the future teachers need to pay attention to this issue due to the effect of deterioration of culture especially westernization (Shobach, et al, 2023) and Korean wave (Shim, 2006). Society, especially the younger generation, tends to follow trends but does not differentiate between good and bad, such as bigotry towards certain public figures, their way of dressing, behavior and other cultures. Interest of society in foreign culture is higher than in own culture (Nahak, 2019; Aulia, et al, 2021; Shobach, 2023).

1. The Local Culture Dimension Integrated in English Teaching Materials

In their teaching materials, the ten pre service English teachers from various provinces in Indonesia integrated local cultures through products and pratices dimension (Moran, 2001). Furthermore, products such as places, architectures, traditional food and dance were the most dominant dimension occurred in those teaching materials. Similar research that focused on the integration of local cultures in English textbooks also showed that the product was the dominant dimension (Kim & Paek, 2015; Qadriani & Kardiansyah, 2018; Mayangsari, et al, 2018; Nurjanah & Umaemah, 2019; and Ulfa & Astuti, 2022).

Products, such as tourist places and traditional food, are tangible and visually appealing (Kim & Paek, 2015). They can be easily presented in visual aids, photos, and other media, making them more accessible and engaging for learners. This visual appeal can enhance comprehension and retention of cultural content.

Moreover, certain products or surface culture, such as iconic landmarks, achitectures, tourist attractions or famous dishes, are easy recognized by the learners (Hammond, 2015). It is due to the students' experience of visiting the place, seeing certain architecture directly or trying traditional food in that region. English teaching materials may prioritize content that is easily relatable and known to a broad society, contributing to the dominance of the product dimension. Furtermore, the pre service English teachers also put some folktale from various regions in Indonesia. Corp (2017) also argued that learners could build a cultural connection by incorporating stories with Black characters, allowing them to better study, explore, and understand topics and ideas.

Based on the findings, the researcher only found three examples of practies dimension in those teaching materials. The practices were custom live in Pontianak and Banjarmasin. A s a matter of fact, teaching materials should take the practices dimension more into account. Even though they have witnessed or know about some traditional customs or events in their region or other region, there are still some aspects that they have not yet explored. According to Hernandez (2013), there are many benefits integrating practices dimension in teaching materials. First. exposure to traditional customs helps learners develop cultural competence. Understanding customs and traditions enables students to navigate cultural contexts more effectively. Second, learning about traditional customs fosters cultural awareness and sensitivity. It helps students appreciate and respect diverse cultures, promoting open-mindedness and reducing the likelihood of cultural misunderstandings. Third. including traditional customs in English teaching materials reflects a commitment to promoting cultural diversity and inclusivity. It acknowledges the importance of

representing a variety of cultural perspectives and experiences in the language learning.

Even though the teachers included local cultures in their teaching materials, those integration could still be explored in better way. For instance, *Marantau* was a theme for the students' debate in teaching materials designed by HF. The teacher only gave the concept of hortatory exposition and asked the students to do the debate by providing the students a picture of *Marantau*. It would be better if the teacher integrated Marantau culture more into learning by emphasizing the meaning of *Marantau*, the position of *Marantau* in Minangkabau, or including traditional proverbs. Students would have a better understanding of *Merantau* culture and a sense of the type of argument they might expect.

Moreover, the materials designed by TI focused on the integration of local culture in the students' task. It is true that incorporating local culture into students' tasks will increase their familiarity. What is more significant is the incorporation of culture into the primary content, such as texts, videos, or photos, followed by information on that culture. The teachers have joined pre service teacher professional education program (PPG 2022) and have a training in designing CRT materials; however, some of the materials were still lack of local culture integration. It could be caused by the pre service English teachers' limitations in understanding the lesson or instructor limitations in directing learning about CRT.

Hence, incorporating local culture into teaching materials is very possible; it can be done easily and simply. It is because the teaching materials are based on local culture itself (Gay, 2010; Regmi, 20101; Nambiar, et al, 2020). Adapting material

(Gay, 2010) or even creating text while still paying attention to appropriate rules is very possible for teachers to create relevant materials for the students (Kanoksilapathm 2015, Hammond, 2015; Xu 2016; Macalister, 2008; Mckay 2003). Therefore, the learning focuses not only on making learning easy for students, but also on providing them with confirmation about the local culture and more knowledge about it that they were not previously aware of.

2. **The Learning Activities Integrating Local Cultures in English Lesson Plan**

In delivering the teaching materials, the educators need to design the learning activities in the lesson plan in order to consider the suitable activities in integrating local culture in teaching and learning process. In teachers' lesson plans, it found the learning activities in delivering local cultures were described in pre and whilst teaching. In pre teaching, some teachers used pictures and videos in apperception. In this stage, teachers pay attention to students' apperception when designing learning in order to build relationships between new concepts and the knowledge that students already have. By understanding students' apperception, teachers can create learning experiences that are relevant and meaningful for them, thereby facilitating better understanding and retention of information (Tanase, 2020). providing attractive visuals can enhance content familiarity and help arouse a student's interest and curiosity (Tomlinson 1998). Furthermore, using images, videos or realias familiar to students, teachers can capitalize on the strength students bring to school. Students feel more included and have a higher chance of success when they are exposed to familiar instructional approaches and are given freedom to think differently (Krasnoff, 2016).

Learning activities in delivering culturally integrated learning are also found in whilst teaching (Tanase, 2020; Krasnoff, 2016, Aceves, et al, 2014). Au (2019) and Krasnoff (2016) also mentioned that including activities such as project could create culturally responsive classroom climate. Though the project, it would put students in the center of the learning, engange the principle of constructivism and support skills development through collaborative works. It was also in line with Tanesa (2020), she argued that one of CRT strategy is a group work that moves students from passive to active modes of learning. This strategy also increased creativity, critical thinking, social skills and the students' cultural sensitivity.

Aceves & Orosco (2014) stated that providing the various assignments individually and collaboratively that consider students' linguistics ad cultural identities was also essensial part in seeing their understanding of a lesson. Moreover, a triggering question in teaching and learning process is a question used to enhance the student's involvement and allow them to participate in the discussion. In learning any subjects, trigger questions can help students improve their recall, bravery, and ability to respond to and express opinions (Pandu, et al, 2023).

In this research, the researcher found some fun acitivties planned by the pre-service English teachers such as cut and glue activity and the snowball throwing. Tanesa (2020) also encouraged students with some games in her teaching and learning process. The games were matching games, puzzles, carousel game, cards games and basketball game. Since movement benefits the academic performance, researchers urged teachers to incorporate music and games into learning (Gay, 2000; 2018). Futhermore, integrating local cultures using game-based learning platform

could occur in teaching and learning process. Learning by integrating Javanese culture through Kahoot! was done by Inayah, et al (2023). The use of Kahoot game media has been proven to be effective in maintaining students' motivation and interest in learning. Rahmawati, et al (2018) added that it facilitates teachers' easy and enjoyable introduction of Banyumasan Javanese culture to students. Enhancing Banyumasan culture also helps students become more conscious of their cultural identity.

3. The Challenges Encountered in Integrating Local Cultures in English Teaching Materials and Lesson Plan

Pre service English teachers also encountered some challenges in designing teaching materials integrating local cultures. Through the interview, they mentioned that there were some challenges in determining the students cultural background, determining the local culture based on the topic, understanding the local cultures, adapting the materials and selecting the visualization. In addition, the educator needs in validating students' cultural identity in classroom practices and instructional materials (Gay, 2010; Krasnoff, 2018). Aceves & Orosco (2014) emphasized that integrating materials reflectives of students' cultural background. Therefore, the educators need to know the students first and then have effort to keep the students'culture in materials. Moreover, the educators are required to explore the cultures by improving curiosity, research and self questioning (Bouchard, et al, 2003).

Furthermore, according to Gay (2010) and Nambiar (2020), research on the content of texts and other instructional materials revealed that many resources provide inadequate, incorrect, or nonexistent representation of cultural groups.

Therefore, the effort and ability of the teachers in developing materials are very crucial to deliver culturally responsive materials that suitable with students' cultures and students' levels.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The Indonesian government has recently put a great deal of effort into implementing the pre-service teacher professional education program (PPG). The goal of this program is to prepare the next generation of teachers to be competent and professional educators. They are required to act as change agents in order to enhance education in Indonesian schools, particularly by promoting the various advantages of culturally responsive teaching.

Teaching and learning are shaped by the nearest cultural influences to create relevant materials for the students. Thus, integrating local cultures in English teaching materials need to be considered. According to Moran (2001), those integration can be categorized into five dimensions: product, practices, person, perspective and community. However, only product and practices dimensions were found in English teaching materials designed by the ten pre-service English teachers. Even though the teachers included local cultures in their teaching materials, those integration could still be explored in better way. What is more significant is the incorporation of culture into the primary content, such as texts, videos, or photos, followed by information on that culture. Therefore, teachers need to validate students cultural background and to develop a cultural understanding. They can do so by adapting the materials, diversifying the contents and attracting student by various media.

In lesson plan designed by the pre-service English teacher, it was found various learning activities in delivering those materials. The activities were providing pictures or videos or realia, giving triggering questions, doing debate session, creating project, doing fun activities, giving students' exercises, and using Kahoot! and Quizziz. Those activities can be found in two stages in teaching: pre and whilst teaching. Learning activities will make students focused in the learning process. Thus, teachers are expected to be able to vary learning activities by knowing students' learning styles and choosing suitable learning models.

This research's flaws include planning stage in teaching without seeing its implementation. Planning without action is not enough. Thus, empirical data, conceptual framework expansion and a more in-dept methodological approach, including quantitative studies involving a larger participant in Indonesia should be used in future studies.

B. Suggestions

Based on the result of the research conducted by the researcher regarding the integration of local culture in English teaching materials and lesson plans in promoting culturally responsive teaching, there are some suggestions that the researcher can submit to make better changes, including:

1. The writer hopes that the pre service English teachers to explore and vary the local culture dimensions in teaching materials such as practices, person and community dimension.

2. The writer hope that the pre-service English teachers include more local culture from other regions of Indonesia in teaching materials.

3. The writer hopes that there is a training or seminar for English teachers in designing teaching module (teaching materials, lesson plan, assessment) incorporating local cultures.

4. The writer hopes that there will further research in exploring the integration of local cultures in its implementation in the classroom. It can be seen through the continuity between planning stage and its real action in the classroom. Moreover, the further researcher can analyze teachers' and student' perception, behaviours and utterances used in the classroom interaction in promoting culturally responsive teaching.

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APPENDICES

APPENDIX 1. The Document Checklist

THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS

Teaching materials by   : _____

From   : _____

Topic   : _____

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Person**	**Community**	**Perspectives**	
1	Video						
2	Audio						
3	Text						
4	Pictures						
5	Dialogue						

APPENDIX 2. The Document Checklist

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN

Lesson plan by _____

Topic: _____

Teaching stages		Learning activities	The integration of local culture
Pre teaching	1	Guru menampilkan sebuah video	Video: Rumah Gadang Pagaruyuang
	2		
	3		
Whilst teaching	1		
	2		
	3		
Post teaching	1		
	2		
	3		

APPENDIX 3. The Interview Guide

THE PROBLEMS FACED BY PRE-ENGLISH TEACHERS

IN DESIGNING EFL TEACHING MATERIALS IN INTEGRATING LOCAL CULTURES

Interview with _____

Day/date: _____

	Indicators	Sub indicators	No	Questions
	The importance of integrating local culture		1	Menurut Bapak/Ibu, seberapa pentingkah mengintegrasikan budaya local dalam pembelajaran Bahasa Inggris?
	Student's' fact towards integrating local cultures in learning		2	Berdasarkan pengalaman Bapak/Ibu, bagaimana respon siswa ketika Bapak/Ibu mengajarkan Bahasa inggris dengan mengintegrasikan budaya mereka sendiri?
English teaching materials	Resources	Video, text, audio, dialogue, pictures	3	Dalam membuat bahan ajar, apa hal hal terpenting yang harus diperhatikan dalam mengintegrasikan budaya local?
			4	Dalam menyusun bahan ajar, apakah Bapak/Ibu merujuk ke pada English textbook yang beredar?
			5	Apa jenis English textbooks yang Bapak/Ibu gunakan dalam membuat bahan ajar?

			6	Selain beberapa textbooks sebagai rujukan, apakah Bapak/Ibu juga mengadopsi dari internet atau sumber lain?
			7	Dalam mengintegrasikan budaya dalam bahan ajar, apakah Bapak/Ibu juga di tuntut untuk membuat sendiri berupa text/dialogue tertentu?
		Cultural contents	8	Dari sekian banyak nya budaya local yang ada di Indonesia, budaya apa yang sering muncul dalam pembelajaran Bahasa Inggris?
			9	Apa pertimbangan Bapak/Ibu dalam pemilihan budaya local tersebut dalam pembelajaran?
	Time		10	Berdasarkan pengalaman Bapak/Ibu, apakah membutuhkan waktu yang lebih dalam merancang bahan ajar yang mengintegrasikan budaya local?
	Others issues		11	Apakah Bapak/Ibu menghadapi kendala lain dalam mendesign bahan ajar yang mengintegrasikan budaya local?
English lesson plan	Learning activities	Types of learning activities	12	Apa saja pertimbangan Bapak/Ibu dalam memilih kegiatan pembelajaran yang bisa memasukkan unsur unsur budaya di dalam nya?
			13	Sepanjang pengalaman Bapak/Ibu dalam pengajaran Bahasa Inggris, apa kegiatan pembelajaran yang paling sering Bapak/Ibu lakukan dalam mengintegrasikan budaya local?

	Time		14	Berdasarkan pengalaman Bapak/Ibu, apakah Bapak/Ibu membutuhkan waktu yang lebih dalam memilih kegiatan kegiatan pembelajaran yang cocok untuk mengintegrasikan budaya local?
	Others issue		15	Apakah Bapak/Ibu menghadapi kendala lain dalam mendesign RPP terkhusus dalam langkah langkah pembelaran yang mengintegrasikan budaya local?

APPENDIX 4. The Data from Teaching Materials and Lesson Plan

(1)

Teaching materials by   :   KF

From   :   Universitas Negeri Padang – Sumatra Barat

Topic   :   Descriptive text: Tourism Place

		THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS					
No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	Practices	Person	Community	Perspectives	
1	Video	✓(place)					https://www.youtube.com/watch?v=65n-T31vIJM The video shows about some tourism places in Sumatra Barat: Lembah Anai, Rumah Gadang Minangkabau in Padang Panjang, Istana pagaruyuang Batusangkar, Panorama Bukittinggi, Lobang Jepang, Musajik Asasi in Padang Panjang, Jambatan Limpapeh, Kinantan zoo, Jam Gadang, Rumah Gadang Bukittinggi
				LKPD			
2	Picture + text	✓(place)					Pagaruyuang palace
3	Picture + text	✓(place)					Jam Gadang
4	Picture + text	✓ (place)					Siti Nurbaya Bridge

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Whilst teaching	1	The teacher provides a video about some tourism places in Sumatra Barat	https://www.youtube.com/watch?v=65n-T31vIJM
	2	The teacher shows a picture and asks some questions The questions: ▪ Look at the picture! Do you know what this place is? ▪ Have you ever visited this place before? ▪ Can you describe this place?	Marawa beach picture.
	3	The teacher gives worksheets to the students	Pagaruyuang palace, Jam Gadang, Siti Nurbaya Bridge (picture + text) ▪ The meaning of certain words in the text ▪ True/false ▪ The similarity between 2 texts

(2)

Teaching materials by   :   HF

From   :   Universitas Negeri Padang – Sumatra Barat

Topic   :   Hortatory Exposition Text

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Person**	**Community**	**Perspectives**	
1	Picture		✓				Marantau (Merantau)

THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS (table title above)

Teaching stages		Learning activities	The integration of local culture
Whilst teaching	1	Teacher shows a picture	Merantau
	2	Teacher divides the students in to some groups (pro and cons) and they have discussion about the arguments related to "Budaya Merantau di Minangkabau"	
	3	The teacher let every group to deliver their arguments (debate session)	
Post teaching	4	The teacher give task to create writing draft of hortatory text about Marantau	Merantau

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN (table title above)

(3)

Teaching materials by   :   JA

From   :   Universitas Negeri Jambi – Jambi

Topic   :   Asking and Giving Opinion

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Person**	**Community**	**Perspectives**	
		THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS					
1	Picture	✓ architecture					Mesjid 100 tiang
2	Picture	✓ architecture					Jembatan Gentala Arasy
3	Picture	✓ architecture					Monument of Keris Siginjai
		LKPD					
4	Picture	✓ architecture					Jamtos
5	Picture	✓ architecture					Muaro Jambi Temple
6	Picture	✓ food					Teh Kayu Aro
8	Picture	✓ architecture					Jembatan Gentala Arasy

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Whilst teaching	1	The teacher gives essential questions based on pictures given	Mesjid 1000 tiang, Gentala arasy and Monument of Keris Siginjai
	2	The teacher divides students to be some groups to have a project: creating a conversation about asking and opinion related to the theme given	Jamtos, Muaro Takus Temple, Teh Kayu Aro, Jembatan Gentala Arasy

Teaching materials by   :   JF

From   :   Universitas Negeri Jambi – Jambi

Topic   :   Narrative Text

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Person**	**Community**	**Perspectives**	
1	Picture					✓	Rang Kayo Hitam
2	Video					✓	Malin Kundang - https://www.youtube.com/watch?v=4O4z6D5AK_c
LKPD							
3	Text					✓	Timun Mas

<div align="center">**THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS**</div>

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Pre teaching	1	The teacher gives some questions related to "Rang Kayo Hitam" ▪ When you were a child, what did your mother do to make you sleep? ▪ Did she tell you a story? ▪ If yes, what was the story about? ▪ Have you ever heard the story about that?	Rang Kayo Hitam
Whilst teaching	2	The teacher shows a video and ask some questions related to the video	Malin Kundang
	3	The teacher divides students into some group and discuss about the worksheet	Timun Mas ▪ Find the meaning of some words ▪ Find 5 sentences of past tense ▪ Multiple choice questions

(5)

Teaching materials by   :   IEA

From   :   Universitas Tanjungpura – Pontianak, Kalimantan Barat

Topic   :   Celebratory expression: Congratulations

No	Integrating cultures in the form of	Product	Practices	Person	Community	Perspectives	Description
	**THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS**
1	Picture	✓ dance					Selendang Bawi dance
2	Picture		✓				Tepung Tawar for celebrating housewarming party
3	Picture		✓				Tepung Tawar for Wedding celebration
4	Picture		✓				Pawai Ta'aruf for celebrating Islamic New Year
5	Picture		✓				Pawai for celebrating Pontianak anniversary
6	Picture + Text		✓				Tepung Tawar at Wedding celebration
	**LKPD**
7	Picture		✓				Tepung Tawar for Wedding celebration (1)
8	Picture		✓				Tepung Tawar for Wedding celebration (2)
9	Picture		✓				Pawai for celebrating Pontianak anniversary (2)
10	Picture		✓				Pawai for celebrating Pontianak anniversary (Kahoot)

Note: The header "Culture dimensions (Moran, 2001)" spans the Product, Practices, Person, Community, and Perspectives columns.

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN		
Teaching stages	Learning activities	The integration of local culture
Whilst teaching	1 Teacher shows pictures as reference to deliver the expression of congratulations.	Tepung tawar for celebrating housewarming party, tepung tawar for wedding celebration,
	2 Teacher asks the students to have collaboration to answer the questions about the expression of congratulation through Kahoot	Pawai ta'aruf
	3 The teacher provides cut and glue activity (between pictures and appropriate expression of congratulation)	Tepung tawar for wedding celebration
	4 Teacher asks the students in group to choose a theme and the create greeting cards using Canva	The theme: • Tepung tawar for wedding celebration • Pawai Ta'aruf for celebrating Islamic New Year • Pawai for celebrating Pontianak anniversary

<div align="center">**(6)**</div>

Teaching materials by   :   RR

From   :   Universitas Tanjungpura – Pontianak, Kalimantan Barat

Topic   :   Descriptive text

THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS						
No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	Practices	Person	Community	Perspectives	
1	Picture + Text	✓ architecture					Equator monument
LKPD							
2	Picture + Text	✓ architecture					Equator monument
3	Picture + Text	✓ Places					Bale Kambang
4	Picture + Text	✓ Places					Temajuk Beach

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Whilst teaching	1	Teacher asks questions: have you ever visited Equator monument? Can you describe what it looks like?	Equator monument
	2	Snowball throwing: students are divided into 5 groups. All groups read the text and create three questions in a piece of paper. The paper containing the questions is crumpled to make a circle that resembles the shape of a ball. Each group leader throws the paper ball freely towards the other groups. Each group gets one ball and discusses the answers to the questions they got. The group that completes it the fastest is the winner.	Equator monument
	3	The teacher gives the task (multiple choice)	Equator monument, Bale Kambang, Temajuk Beach

(7)

Teaching materials by : DH

From : Universitas Lambung Mangkurat – Banjarmasin, Kalimantan Selatan

Topic : Procedure Text

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Perso n**	**Community**	**Perspectives**	
	THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS						
1	Realia	✓ Food					Lempeng Pisang
2	Picture + Text	✓ Food					Lempeng Pisang
LKPD							
3	Picture + Text	✓ Food					Lempeng Pisang (1)
4	Picture + Text	✓ Food					Lempeng Pisang (2)

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Pre teaching	1	The teacher asks some questions "Do you know any traditional food of South Kalimantan?" "Do you know how to make it?"	Traditional food of South Kalimantan
Whilst teaching	2	The teacher shows realia of lempeng pisang and asks some questions: Have you ever seen it? Have you ever tasted it? How does it taste? Do you know how to make it? What is the recipe?	Lempeng Pisang
	3	The teacher and students discuss about: what is the name? Where is this food famously known? What are the ingredients required to make it? What tools are needed to make it? How to make it?	Lempeng Pisang
	4	The teacher asks students to work in pairs and discuss the exercise 1	Lempeng pisang • Essay • True/false
	5	The teacher asks some pairs to present their answer and other pairs will give feedback	Lempeng pisang • Essay • True/false
	6	The teacher asks again about: what is the name of the traditional food? Where is this food famously known? What are the ingredients required to make it? What tools are needed to make it? How to make it? to some volunteers.	Lempeng Pisang

<div align="center">**(8)**</div>

Teaching materials by   :   GAF

From   :   Universitas Lambung Mangkurat – Banjarmasin, Kalimantan Selatan

Topic   :   Expression of inviting somebody

THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS						
No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	Practices	Person	Community	Perspectives	
1	Picture		✓				Batamat Qur'an
2	Dialogue	✓ games					Balago
3	Text	✓ games					Balogo game (Ice breaking quiz)
LKPD							
4	Picture + text	✓Place					Keladan Hill (Quizizz)
5	Picture + Dialogue	✓Place					Lok Baintan Floating Market
6	Picture + Dialogue	✓Food					Iwak Karing
7	Picture + Dialogue	✓Place					Kolam Belanda in Tahura

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Pre teaching (Apersepsi)	1	The teacher asks: Do you know the events that usually held by Banjarese?	Banjarese event
	2	The teacher shows a picture	Batamat Qur'an
Whilst teaching	2	The teacher provides a dialogue about the expression of inviting someone and its response	Balago
	3	The teacher conduct ice breaking with the students (claps – boom – stick)	Balogo
	4	The students in groups do the exercise 1 through quizizz	Keladan Hill
	5	The students do the exercise 2 individually	Lok Baintan Floating Market, Iwak Karing, Kolam Belanda in Tahura

Teaching materials by   :   NI

From   :   Universitas Muhammadiyah Makassar –Sulawesi Selatan

Topic   :   Narrative Text

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Person**	**Community**	**Perspectives**	
1	Video					✓	The crying stone (Legenda batu menangis) from West Kalimantan https://www.youtube.com/watch?v=PXTEyw8kPVM&feature=youtu.be
2	Video					✓	Telaga warna https://youtu.be/XReX7fHniGc from West Java
LKPD							
2	Picture					✓	Danau Toba (Quizizz)
3	Picture					✓	Malin Kundang (Quizizz)

Table header: **THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS**

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Whilst teaching	1	The teacher provides a stimulus in the form of the video	The crying stone
	2	The teacher asks some questions relate to the video: do you know the story? What is the title of the story? Who are the characters in the story? What is the moral value of the story?	
	3	The teacher provides a stimulus in the form of the video	Telaga Warna
	4	The teacher asks some questions relate to the video: what is the story about? Who are the characters in the story? Why does Prabu go to the jungle every day? Why everybody is crying? What happen with the palace?	
	5	The students are divided in to some groups to find a narrative text from South Sulawesi and identify the generic structure of the story	Narrative text from South Sulawesi
	6	The students answer the quiz through Quizizz	Danau Toba, Malin kundang

Teaching materials by   : TI

From   : Universitas Muhammadiyah Makassar – Sulawesi Selatan

Topic   : Yes, I hope he does the best

No	Integrating cultures in the form of	Culture dimensions (Moran, 2001)					Description
		Product	**Practices**	**Person**	**Community**	**Perspectives**	
THE INTEGRATION OF LOCAL CULTURE IN EFL TEACHING MATERIALS							
LKPD							
1	Picture	✓ games					Bakiak race
2	Picture	✓place					Selayar island
3	Picture	✓place					Bira Beach

THE INTEGRATION OF LOCAL CULTURE IN LEARNING ACTIVITIES IN LESSON PLAN			
Teaching stages		Learning activities	The integration of local culture
Whilst teaching	1	The teacher gives the exercise 1 to the students	Bakiak race, Selayar island, Bira Beach

APPENDIX 5. Interview Transcipt

(1)

Interviewee	:	KF
From	:	Universitas Negeri Padang – West Sumatra
Day/Date	:	Wednesday/November 1st 2023

Interviewer : Asslamu'alaikum wr. wb

Interviewee : Wa'alaikumsalam wr. wb

Interviewer : Terima kasih atas kesediaannya untuk di interview terkait tantangan dalam mendesign teaching modul yang adanya integrasi budaya local didalamnya. Sebelumnya kita ke interview section, mungkin sekiranya kaka bisa memperkenalkan diri terlebih dahulu

Interviewee : Baik. Perkenalkan nama saya KF, saya adalah mahasiswi PPG Prajabatan 2022 angkatan pertama jurusan Bahasa Inggris di Universitas Negeri Padang. Saya mengikuti program ini dengan harapan bisa lebih mengembangkan diri lagi dikarenakan memang menjadi guru adalah tujuan saya.

Interviewer : Baik. Dalam PPG, ada salah satu topic yaitu CRT (Culturally responsive teaching). Jadi menurut kaka sendiri, seberapa pentingkah integrasi budaya local ke dalam bahan ajar yang nantinya akan di bawa ke dalam kelas?

Interviewee : Dalam penerapan CRT, sebelumnya kita ada profiling budaya siswa terlebih dahulu. Jadi setelah profiling peserta didik lalu kita memberi pembelajaran sesui dengan budaya mereka sementara mereka sudah memiliki pengetahuan awak akan itu, tingkat ketertarikan siswa terhadap pembelajaran itu lebih tinggi. Mereka lebih mudah mengkoneksi pembelajaran tersebut

Interviewer : Jadi siswa lebih merasa terhubung dengan materi yang akan disampaikan.

Interviewee : Iya benar, karena siswa sudah ada basic knowledge nya terhadap budaya tersebut

Interviewer : Okay. Nah, di dalam modul ajar tentang descriptive text, kaka mengangkat budaya dari sisi tourist places dan menunjukkan ada beberapa tempat wisata yang ada di Sumatra Barat. Apa pertimbangan kaka dalam memilih hal

tersebut?

Interviewee	:	Pertama karena topic nya adalah descriptive text, jadi text atau gambarnya pilih adalah sesuatu yang bisa di deskripsikan dan siswa pernah mengunjunginya atau setidaknya mengetahui object wisata tersebut. Jadi, pemberian contoh dalam pembelajaran itu adalah sesuatu yang dekat dengan kehidupan mereka.
Interviewer	:	Baik. Gambar yang kaka peroleh maupun video nya itu kaka dapat dari mana?
Interviewee	:	Semua gambar saya ambil dari internet ya, lalu video nya adalah salah satu video dari channel youtube vlogger luar yang mengunjungi Sumatera barat dan menarasikannya dengan Bahasa Inggris. Kalimat kalimat yang di gunakan oleh bule tersebut cukup mudah di mengerti oleh peserta didik saya.
Interviewer	:	Ada beberapa texts yaitu Jam Gadang, jembatan Siti Nurbaya dan istana Pagaruyuang. Apakah text tersebut kaka peroleh dari buku atau internet juga kak?
Interviewee	:	Untuk text saya melakukan adaptasi dari text yang ada di internet. Walaupun untuk text jam gadang yang memang sudah sering di bahas, namun tetap ada adaptasi, begitupun dengan teks lainnya. Ini diperuntukkan agar kosa kata sesuai dengan level peserta didik dan kaidah kaidah penulisan deskriptif text.
Interviewer	:	Baik. Apakah kaka mengalami tantangan lain dalam mendesign bahan ajar yang ada integrasi budaya kak?
Interviewee	:	Lebih ke developing materialsnya si kak. Karena ini budaya local ya, mungkin untuk budaya local yang popular seperti jam gadang mungkin bisa kita temui banyak texts. Namun tetap kita harus sesuaikan dengan kemampuan siswa kita. Tidak semena mena menyalin apa yang ada. Harus ada filter dari kita sebelum di berikan kepada anak. Mungkin secara fisik, mereka mengetahui bagaimana bentuk dari Jam Gadang contohnya, namun dalam teks descriptive banyak pengetahuan lainnya yang mungkin mereka belum mengetahuinya. Untuk itu, info tentang itu, harus benar.
Interviewer	:	Baik kak. Bagaimana dengan learning activities yang kaka rancang di lesson plan?
Interviewee	:	Untuk kegiatan pembelajaran, kita harus mengikuti alur dari learning model yang sesuai dengan topik yang mau di bahas ya. Namun tetap guru harus memilih video yang jelas dan bagus yang sesuai dengan topic, ada unsur budaya

dan penjelasannya juga mudah dipahami. Mungkin kita searching di youtube, banyak sekali video video tentang tourist places, namun tetap ada pertimbangannya. Video ini juga mampu membuat siswa lebih mau mendengarkan, pusat perhatian mereka kan tertuju pada video yang kita tampilkan.

Interviewer : Okay. Baik kak. That's all for the interview. Thank you for participating in my research kak.

Interviewee : Sama sama kak

(2)

Interviewee	:	HF
From	:	Universitas Negeri Padang – West Sumatra
Day/Date	:	Monday/January 28th 2024

Interviewer : Assalamu'alaikum. Sebelumnya terima kasih atas kesediaannya untuk di interview terkait teaching module yang sudah di kirim.

Interviewee : Wa'alaikumsalam. Okay kak

Interviewer : Sebelum kita ke pertanyaannya, mungkin kaka bisa memperkenalkan diri terlebih dahulu

Interviewee : Okay terimakasih. Perkenalkan nama saya HF. Saya merupakan mahasiswa PPG Prajab jurusan Bahasa inggris gelombang 1 di Universitas Negeri Padang. Dengan adanya program ini, saya sangat terbantu akan ilmu ilmu keguruan yang akan di terapkan nantinya. Ini program yang baik untuk para calon guru masa depan.

Interviewer : Baik. Dalam PPG, ada salah satu topic yaitu CRT (Culturally responsive teaching). Jadi menurut kaka sendiri, seberapa pentingkah integrasi budaya local ke dalam bahan ajar yang nantinya akan di bawa ke dalam kelas?

Interviewee : Pembelajaran yang baik itu adalah pembelajaran yang kontekstual dimana siswa merasa terhubung secara langsung dengan apa yang dibahas. Budaya local siswa adalah salah satu cara jitu untuk menghubungkan siswa dan pembelajaranya, siswa merasa tidak tertekan ketika mereka diberikan sesuatu yang sangat dekat dengan dirinya.

Interviewer : Baik, jadi bisa dikatakan bahwa CRT ini mendorong pembelajaran yang relevant terhadap siswa.

Interviewee : Betul sekali. Kaka menggunakan CRT dalam mengajar hortatory text. Didalam bahan ajar ada gambar yang bertemakan Marantau. Dimana kaka memperoleh gambar tersebut dan kenapa theme yang di angkat adalah Marantau?

Interviewer : Gambar nya saya peroleh dari google saja. Gambar tersebut sebagai pemancing kepada kegiatan pembelajaran. Jadi, saya mengajar hortatory text, saya jelaskan terlebih dahulu konsepnya. Lalu saya arahkan siswa untuk mengemukakan pendapat mereka secara oral terlebih dahulu melalu debate session. Theme yang

saya persiapkan adalah Marantau tadi. Diharapkan siswa ini mampu menyampaikan pandangan mereka dengan baik dengan topik yang sangat dekat dengan kehidupannya saya. 100% dari kelas saya adalah orang asli Sumatera barat yang tidak asing dengan istilah marantau. Bisa jadi, salah satu dari kerabat atau tetangga yang merantau, secara tidak langsung mereka punya pandangan tertentu terhadap marantau tadi. Perbincangan bukan hal baru bagi mereka.

Interviewee : Baik, jadi karena hortatory text itu berhubungan dengan opini terhadap sesuatu, maka kaka mengangkat theme yang dekat dengan mereka dan kegiatan pembelajaran yang mendorong siswa untuk beropini.

Interviewer : Iya, betul sekali kak. Peserta didik sudah ada pengetahuan akan itu, mereka memahami dan di harapkan mampu membagi opini tersebut.

Interviewee : Nah itu baru secara oral, bagaimana dengan written text nya kak?

Interviewer : Dengan topik yang sama juga, saya beri tugas pada peserta didik untuk membuat kerangka tulisan. Point point opini sudah mereka dapatkan secara diskusi oral, lalu saya alihkan kepada tulisannya juga

Interviewee : Baik kak. Apakah mengalami kendala dalam mendesign bahan ajar CRT ini kak?

Interviewer : Untuk topic ini, alhamdulillah saya tidak mengalami tantangan yang sebegitunya, namun harus digaris bawahi bahwa CRT tidak hanya mendorong siswa untuk lebih mengenal budaya mereka saja, tapi guru juga harus menvariasikan dengan budaya local lainnya. Karena Indonesia begitu kaya akan budaya.

Interviewee : Benar sekali kak. Baik kak, terima kasih atas kesediannya untuk di interview dan menjadi bagian penting dalam penelitian ini

Interviewer : Sama sama kak.

(3)
Interviewee : JA
From : Universitas Jambi – Jambi
Day/Date : Monday/November 11th 2023

Interviewer	:	Assalamu'alaikum. Sebelumnya terima kasih atas kesediaannya untuk di interview terkait ta tantangan yang dalam mendesign teaching module yang sudah di kirim.
Interviewee	:	Wa'alaikumsalam. Baik kak
Interviewer	:	Sebelum kita ke pertanyaannya, mungkin kaka bisa memperkenalkan diri terlebih dahulu
Interviewee	:	Okay terimakasih. Jadi, perkenalkan nama saya JA. Saya mahasiswi PPG Prajabatan gelombang 2 Universitas Jambi. Jadi alasan saya mengikuti PPG karena memang ingin mendapatkan ilmu yang lebih untuk menjadi seorang guru yang professional, kemudian ingin mengambil kesempatan mengupgrade diri.
Interviewer	:	Jadi salah satu materi yang di ajarkan dalam PPG adalah CRT atau culturally responsive teaching. Jadi menurut Julia, seberapa pentingkah integrasi budaya local untuk di masukkan ke bahan ajar ataupun ke lesson plan?
Interviewee	:	Memasukkan CRT dalam bahan ajar tentunya itu sangat berguna. Sebelum nya saya pernah membuat bahan ajar/rpp yang tidak mneggunakan CRT sehingga pembelajaran tersebut tidak lebih bermakna karena contoh contoh yang kita berikan kurang relevant dengan peserta didik, dengan pengetahuan yang dimiliki oleh peserta didik sehingga menurut saya sangat penting untuk merancang lesson plan/bahan ajar yang ada CRT di dalamnya.
Interviewer	:	Baik, jadi dapat dikatakan bahwa materi materi yang menggunakan CRT relevant dengan siswa siswa yang ada
Interviewee	:	Iyaa, relavant dengan budaya peserta didik, materinya pun juga berupa unsur unsur budaya mereka
Interviewer	:	Okay. Apakah module asking and giving opinion tersebut dipraktekan dalam perkuliahan kemaren?
Interviewee	:	Apa yang di rancang, kami langsung praktek secara langsung di sekolah tempat

kami PPL

Interviewer	:	Setelah di rancang dan di praktekan, bagaimana vibes atau suasana di kelas saat penerapan modul yang di buat tersebut?
Interviewee	:	Tentunya siswa lebih aktif. Sebagai contoh dalam topic asking and giving opinion, kita menayangkan gambar Candi Muaro Jambi. Mereka tahu akan candi tersebut dan pernah mengunjunginya. Jadi mereka lebih antusias belajarnya,
Interviewer	:	Lebih antusias dan lebih aktif dalam menjawab
Interviewee	:	Iya bener, karena mereka perrnah melihanya secara langsung, mengunjunginya jadi responnya cepat
Interviewer	:	Okay. Dari module yang di buat, Julia memakai beberapa gambar. Apakah keempat gambar tersebut berasal dari Jambi semua?
Interviewee	:	Iya bener, keempat gambar tersebut berasal dari Jambi semua yaitu ada sekolah mereka, masjid 100 tiang, jalan tugu keris, and jembatan gentala arasy.
Interviewer	:	Gambar gambar ini didapatkan dari buku atau internet atau website tertentu
Interviewee	:	Dari internet
Interviewer	:	Baik. Apa pertimbangan Julia pemilihan 4 gambar ini?
Interviewee	:	Salah satu masjid terkenal di Jambi adalam masjid 1000 tiang, lalu gentala arasy adalah icon jambi yang berlokasi di pusat kota sehingga saya mengambil contoh tersebut. Selanjutnya, tugu keris adalah wisata malam yang berdekatan dengan SMA negeri 6. Bisa dikatakan, sebelum ke sekolah mereka melewati tugu tersebut.
Interviewer	:	Baik. Bagaimana dengan langkah langkah pembelajarannya?
Interviewee	:	Pemilihan learning activities tersebut tidak terlepas dari pemilihan model pembelajaran. Itu di sesuaikan dengan project based learning. Kita membuat project berupa conversation tentang asking and giving opinion dengan tema tema yang sudah di berikan. Pembelajaran berbasis project sangat di tegaskan di kurikulum ini, jadi di harapkan kita dii sekolah mendesign langkah langkah pembelajaran yang sesuai.
Interviewer	:	Jadi dengan pemakaian project-based learning

Interviewee	:	Iya, betul
Interviewer	:	Apakah Julia mengalami tantangan dalam memilih object object atau gambar tersebut?
Interviewee	:	Lebih sedikit kebingungan dalam memilih gambar dari sekian yang ada di kota Jambi. Juga memilah gambar yang jelas agar mencerminkan apa yang kita maksud
Interviewer	:	Apakah ada tantangan lain dalam mendesigin modul ini?
Interviewee	:	Lebih kepada pemilihan kita akan budaya karena CRT tidak hanya focus pada budaya local kita saja tapi juga budaya lain. Selain itu juga perlu memasukkan budaya seperti gotong royong dll.
Interviewer	:	Jadi CRT tidak hanya tentang object object tertentu tapi behavior juga ya
Interviewee	:	Betul sekali
Interviewer	:	Okay, that's the last questions btw. Thank you so much

(4)

Interviewee	:	JF
From	:	Universitas Jambi – Jambi
Day/Date	:	Monday/ 28th January 2024

Interviewer	:	Assalamu'alaikum. Sebelumnya terima kasih atas kesediaannya untuk di interview terkait dengan teaching module yang sudah kaka kirim di kirim.
Interviewee	:	Wa'alaikumsalam. Baik kak
Interviewer	:	Sebelum kita ke pertanyaannya, mungkin kaka bisa memperkenalkan diri terlebih dahulu
Interviewee	:	Baik. Saya JF. Saya dari PPG prajab gel 1 Universitas Jambi dan mengambil jurusan Bahasa inggris.
Interviewer	:	Jadi salah satu materi yang di ajarkan dalam PPG adalah CRT atau culturally responsive teaching. Jadi menurut kaka seberapa pentingkah integrasi budaya local untuk di masukkan ke bahan ajar ataupun ke lesson plan?
Interviewer	:	Tujuan dari pembelajaran adalah student's understanding terhadap pembelajaran. Pemahaman siswa adalah ketika isi dari pengajaran adalah sesuatu yang sudah mereka ketahui, sesuatu yang mereka kenal. Budaya local punya peran penting dalam pembelajaran karena peserta didik hidup dalam budaya dimana mereka berasal. Siswa sangat senang dan berpartisipasi ketika yang di tampilkan atau ditanyakan adlah seputar kehidupan mereka, pengalaman mereka.
Interviewee	:	Jadi bisa dikatakan bahwa integrasi budaya local dalam pembelajaran Bahasa inggris sangat membantu siswa dalam belajar karena sangat relevant bagi mereka
Interviewer	:	Iya kak, seperti itu.
Interviewer	:	Baik, kaka menggunakan CRT dalam mengajar Narrative kak. Ada gambar rangkayo hitam sebagai apersepsi. Kaka gunakan gambar itu di awal pembelajaran. Adakah pertimbangnnya kak?
Interviewee	:	Rang kayo hitam sendiri adalah cerita rakyat asli dari Jambi, dimana saya mengajar di Jambi juga. Siswa yang saya ajar juga dari Jambi semua. Sangat dipastikan bahwa cerita ini dikenali oleh siswa saya. Oleh karena itu, saya

mencoba untuk menggali pemahamn mereka terhadap cerita ini di awal.

Interviewer	:	Selain itu dalam pembelajaran inti kaka ada mencantumkan sebuat link video. Video tentang malin kundang, dan itu adalah cerita rakyat dari Sumatera Barat
Interviewer	:	Walaupun Malin kundang bukan dari Jambi, namun cerita ini sangat familiar di masyarakat. Siapa yang ga tau tentang cerita malin kundang, right?
Interviewer	:	Exactly. Lalu di LKPD juga ada text tentang Timun Mas
Interviewer	:	Iya betul, Timun Mas juga bukan cerita dari Jambi, di sini saya menjadikan text timun mas didalam Latihan siswa. Disana ada berbagai macam bentuk tasks, dan itu di kerjakan dalam berkelompok
Interviewer	:	Kenapa kaka lebih memilih folktale dari pada fable? Sedangkan itu masih tergolong narrative text kak
Interviewer	:	Karena saya mengajar di tingkat sekolah menengah atas yaa. Untuk narrative text juga ada di pelajari di tingkat SMP, mungkin untuk fable bisa di gunakan di sana. Tapi di tingkat SMA saya prefer untuk memilih cerita rakyat, karena ini berhubungan dengan budaya mereka. Alur cerita, setting dari cerita nya, issue yang di angkat di dalam cerita adalah berbau local. Dan tentunya text nya lebih Panjang karena ada runtutan cerita yang menarik.
Interviewer	:	Baik kak. Apakah kaka mengalami kendala dalam mendesign teaching module nya kak?
Interviewer	:	Pemilihan video ya. Siswa siswa kit aini suka media yang interaktif. Namun kita harus memperhatikan Bahasa yang ada di video tersebut. Seperti video malin kundang. Kalua kita cari video terkait itu, kita akan menemukan banyak. Namun sebelum memilih, kita harus perhatikan tampilannya, kejelasan suara pembicara atau narrator dan kalimat kalimat yang digunakan dalam menjelaskan cerita tersebut. Lalu pemilihan aspek budaya nya juga. Maksud saya adalah cerita rakyat di Indonesia sangat banyak, karena saking banyak piliham, kita pun bingung mau milih yang mana. Makanya saya memilih cerita cerita yang familiah terlebih dahulu untuk mendudukkan konsep, lalu untuk tugas baru dikeluarkan cerita rakyat lainnya
Interviewer	:	Baik kak. Thank you for your time yaa kak. Terimakasih sudah menjadi bagian dalam perjalanan ini kak
Interviewer	:	My pleasure, thifa

Interviewer	:	Assalamu'alaikum, kaka indah. Sebelumnya, terimakasih atas waktunya kak Indah untuk di interview hari ini. Sebelum kita ke pertanyaannya, mungkin kak bisa memperkenalkan diri terlebih dahulu. Di persilahkan
Interviewee	:	Wa'alaikumsalam. Selamat sore. Saya IEA, saya berasal dari Pontianak. Saat ini saya baru saya lulus dari program PPG prajabatan gelombang 2 dengan jurusan pendidikan Bahasa Inggris
Interviewer	:	Apa tujuan kaka mengikuti program ini?
Interviewee	:	Basically, untuk self development sih. Karena saya suka ngajar why not I join this program, memperbaiki diri dan meningkatkan kemampuan mengajar.
Interviewer	:	Baik. Teaching modul yang kaka buat dengan adanya pendekatan culturally responsive teaching. Menurut kaka, seberapa pentingkah mengitegrasi kan budaya local ke dalam teaching module kak?
Interviewee	:	Menurut saya integrasi budaya local dalam pembelajaran is important because to make students more connected with their lesson. Kemudian, karena berkaitan dengan keseharian mereka, mereka lebih gampang untuk memahaminya, lebih kontekstual. Nah sebelum saya mengaplikasikan pembelajaran dengan pendekatan ini, saya melakukan test diagnostic dulu, latar belakang budaya mereka, keluarga mereka. Hasilnya adalah mereka pada umunya adalah orang Melayu, Dayak,, dll. Dengan adanya budaya mereka dalam pembelajaran mereka, mereka lebih termotivasi, berpartisipasi, dan lebih cepat memahaminya.
Interviewer	:	Jadi pembelajarannya lebih relevant yaa kak. Baik, dari teaching module, terdapat beberapa gambar, dari mana sumber gambar gambar tersebut kak? Apakah dari buku or internet?
Interviewee	:	Mostly the pictures, I took from the internet. And make sure that those pictures are relatable with the students. And then, ada beberapa text di sana tentang tepung tawar. Memang agak susah mencari text yang sesuai karena budaya

local ini tidak terlalu popular. Once I got the source, the vocabulary is quite hard, but then I try to adjust the vocabulary

Interviewer	:	Di module kaka, ada gambar sebuah traditional practices yaitu tepung tawar. Can you give me some explanation about it?
Interviewee	:	Itu basically adalah tradisi among Malay people to express gratitude. Jadi the example of situation in greeting cards tidak hanya birthday or wedding party or graduation tapi kita bisa mengangkat tradisi mereka juga. Tepung tawar itu kayak beras yang di tumbuk terus di kasi air dan di balurin ke orang yang ngadain hajatan
Interviewer	:	Ahh I see, that's why Namanya tepung tawar. Selanjutnya, ada juga gambar Pawai Ta'aruf.
Interviewee	:	Aaaa pawai ta'aruf itu adalah tradisi dari Malay dan kegiatan ini dilaksanakan dalam memperingati Islamic New Year, jadi mereka pawai, rame rame dijalan. Seperti biasanya orang malam takbiran di malam hari, nah ini seperti itu tapi dilakukan di siang hari dengan dresscode putih seperti baju muslim, baju koko.
Interviewer	:	Ada dua tadisi local di sini kak, Tepung Tawar and Pawai Ta'aruf. Apa pertimbangan kaka memasukkan event ini kedalam pembelajaran greeting cards?
Interviewee	:	Pertama, tradisi ini mereka dipastikan pernah ikut dalam tradisi tepung tawar. Untuk tepung tawar, itu tidak hanya untuk wedding, namun juga expressing gratitude saat kelahiran bayi, rumah baru, khitanan atau pun aqiqah. Jadi prosesi budaya, mereka pernah menyaksikan dan terlibat dalam acara tersebut. Sama hal nya dengan Pawai Ta'aruf Dimana ini setiap tahunnya ada di Pontianak dan menjadi acara yang di tunggu tunggu juga di Masyarakat. Alasan kedua adalah memberi variasi dalam greeting cards nya, kebanyakan greeting cards hanya focus pada acara ulang tahun, graduation atau certain achievement.
Interviewer	:	Baik. Tadi kaka udah mentioned juga, berarti dapat di katakan bahwa pembuatan teaching module yang ada integrasi budaya ini membutuhkan waktu yang cukup lama?
Interviewee	:	Yes. I need times to design it. if the culture is well known by the society, it is quite easy to find the relevant materials. However, our culture is not really famous; it is quite hard to find the authenticity of the materials. So, it took time

because of the limited sources in internet. Lalu,

Interviewer	:	Okay. Selain dari waktu dan menemukan relevant resourses, apa tantangan lain yang kaka hadapi?
Interviewee	:	The student diversity. Karena hasil dari test diagnostic, terdapat beberapa budaya. Jadi harus pandai pandai memilih topic yang ada, tidak mudah memasukkan semua budaya dalam satu pertemuan. And then, some of term in our culture is quite hard to translate into English. So, I need to think for the expression without losing its own meaning.
Interviewer	:	Okay kak. You also created a quizziz. Berarti anak anak diizinkan membawa mobile phone ke sekolah kak?
Interviewee	:	Iya. Jadi the task is in group. Jadi one device for one group.
Interviewer	:	Kenapa kaka memilig quiz nya melalui quizizz?
Interviewee	:	It is fun. And let them know the scoring and the places of them. It is like competition between them. They are learning actually through game. The visual is also interesting and attractive
Interviewer	:	Bagaimana dengan langkah langkah pembelajaran yang kaka design?
Interviewee	:	Kita butuh mempertimbangkan learning style peserta didik kita di dalam kelas. Jadi, butuh waktu juga memikirkan kegiatan apa yang cocok untuk di laksanakan dan pastinya siswa mampu memusatkan perhatiannya ke pembelajaran
Interviewer	:	All right, thank you. That's all for the interview. Thank you for participating in my research kak.
Interviewee	:	Aaa Sure. My pleasure Thifa

(6)		
Interviewee	:	RR
From	:	Universitas Tanjungpura – Pontianak, West Kalimantan
Day/Date	:	November, 13th 2023

Interviewer	:	Assalamu'alaikum. Terima kasih atas waktu nya kak. Kita langsung aja ke interview nya ya kak. Sebelumnya mungkin kaka bisa memperkenalkan diri terlebih dahulu. Dipersilahkan
Interviewee	:	Wa'alaikumsalam. Selamat pagi, perkenalkan nama saya RR. Saya adalah mahasiswa PPG dari Universitas Tanjungpura Kalimantan Barat tahun 2022 dari jurusan Bahasa Inggris gelombang 2
Interviewer	:	Baik. Apa tujuan kaka mengikuti program ini?
Interviewee	:	Untuk mendapatkan banyak ilmu dalam mengajar. Dalam hal ini saya ingin menjadi guru yang lebih professional dibidangnya dan mengetahui bagaimana cara mendidik dikelas dengan baik. Terima kasih
Interviewer	:	Baik. Module yang mengintegrasikan budaya local, menurut kaka sendiri seberapa pentingkah integrasi budaya local dalam module ajar?
Interviewee	:	Menurut saya penting karena module yang saya buat ini sudah saya aplikasikan saat saya PPL dulu. Saya mengajarkan descriptive text dengan menggunakan pendekatan CRT. Sebelumnya saya tidak menggunakan CRT ini, saya mengambil contoh Menara Eiffel sebagai contoh dalam mengajar descriptive text, peserta didik ini tau akan itu tapi mereka belum pernah pergi kesana. Jadi mereka tidak ada bayangan yang konkrit terhadap itu. Jadi saya dengan guru pamong mengadakan refleksi memutuskan untuk pertemuan selanjutnya menggunakan topic yang mereka ketahui seperti monument khatulistiwa yang ada di Pontianak. Ini disebabkan karena banyak story yang ada di monument ini dan mereka juga sudah pernah kesana. Dengan demikiana, mereka sudah tau bagaimana bentuknya, lokasi nya, dan lain lain. Dengan adanya pengalaman seperti itu, peserta didik merasat terhubung dengan apa yang kita ajarkan.
Interviewer	:	Baik kak, berarti dengan memasukkan unsur budaya mereka dalam pembelajaran akan membantu siswa dalam memahami pembelajaran.
Interviewee	:	Iya, betul sekali

Interviewer	:	Di teaching module kaka, itu ada text dari monument khatulistiwa. Text terseut asalnya dari mana kak? Apakah dari buku, dari internet atau bagaimana?
Interviewee	:	Untuk gambar saya peroleh dari internet yaa, sedangkan text nya juga berasal dari internet namun ada yang saya ubah dan saya tambah. Saya ubah karena ada beberapa kalimat yang ada grammatical mistake lalu yang saya tambah adalah beberapa informasi lainnya tentang monument ini.
Interviewer	:	Baik kak. Selanjutnya adalah saya menemukan games di lesson plan kaka yaitu snowball throwing
Interviewee	:	Jadi, salah satu kegiatan dalam modul saya itu adalah snowball throwing dimana siswa dalam group membuat pertanyaan dari text yang saya sediakan, mereka membuat di selebar kertas sebanyak 3 pertanyaan. Lalu mereka remas seperti snow atau bola. Lalu melempar snow tersebut ke kelompok lain. Hal ini juga saya pertimbangkan karena mereka bisa memberi informasi dan pendapat dengan kelompok yang lain sehingga lebih memahami text tersebut
Interviewer	:	Jadi kegiatan kolaborasi sangat di dukung dalam kegiatan ini yaa kak
Interviewee	:	Iya, betul sekali. Bekerja dalam team di harapkann mampu meningkatkan motivasi mereka dalam belajar, terutama kalua berbau text ya. Saya liat bahwa siswa siswa saya dalam kelas merasa cepat bosan dengan text makanya diberi kegiatan yang seperti ini
Interviewer	:	Sebagaimana yang kak katakana bahwa materi ini sudah diimplementasikan di dalam kelas. Bagaimana kah vibes atau suasana kelas saat itu kak dengan adanya integrasi budaya local kak?
Interviewee	:	Alhamdulillah mengalami peningkatan. Respon nya juga meningkat, seperti monument tadi, mereka langsung terkoneksi dengan gambar tersebut dan secara spontan mereka bilang "oh miss, iyaa saya pernah ke sini, dll".
Interviewer	:	Baik kak. Apakah kaka menghadapi tantangan lain kak dalam mendesign module ini kak?
Interviewee	:	Saya lebih terkendala di menentukan kegiatan pembelajarannya. Karena tipe siswa siswa saya lebih suka belajar dengan adanya action, saya harus mempertimbangkan kegiatan kegiatan yang berbau kinestetik, contohnya saja snowball throwing tadi. Selain itu dalam mengadaptasi bahan ajar, walaupun saya orang Pontianak namun saya tidak sedetail itu memahami tentang

monument khatulistiwa. Sebelum menjadi text yang utuh, saya membaca beberapa sumber hingga text yang utuh tersebut mengandung fakta fakta dan informasi yang menambah pengetahuan siswa

Interviewer : Okay kak. Kaka, thank you so much. This is the end of the interview section. Terima kasih sudah menjadi bagian penting dalam penelitian ini kak

Interviewee : Sama sama dek

(7)		
Interviewee	:	DH
From	:	Universitas Lambung Mangkurat – Banjarmasin, South Kalimantan
Day/Date	:	Friday/November 17th 2023

Interviewer	:	Assalamu'alaikum. Terima kasih atas waktu nya Bang. Kita langsung aja ke interview nya ya bang. Sebelumnya mungkin abang bisa memperkenalkan diri terlebih dahulu. Dipersilahkan
Interviewee	:	Wa'alaikumsalam. Selamat pagi, perkenalkan nama saya DH. Saya adalah mahasiswa PPG dari Universitas Lambung Mangkurat 2022 gelombang 2 dari jurusan Bahasa Inggris
Interviewer	:	Baik. Apa tujuan abang mengikuti program ini bang?
Interviewee	:	Pertama tujuan saya adalah karena saya ingin jadi guru kemudian saya merasa ada potensi dibidang keahlian program studi S1 saya. Dan saya rasa PPG adalah program yang baik berdasarkan dari testimoni atau informasi yang saya terima pada kawan kawan gi gelombang pertama. Selain itu juga ada alas an finansial dimana PPG memberikan beasiswa
Interviewer	:	Baik, kita langsung ke pertanyaan ya bang. Jadi salah satu materi dalam perkuliahan PPG adalah CRT atau culturally responsive teaching dan abang sudah membuat modul terkait pendekatan tersebut. Menurut abang, seberapa pentingkah integrasi budaya local terhadap teacing modul yang abang buat?
Interviewee	:	Baik terima kasih. Baik, menurut saya integrasi budaya dalam modul ajar itu sangat penting. Sebagaimana yang saya pelajari di kampus bahwa kurikulum merdeka sangat mengedepankan budaya setempat dalam modul pembelajaran. Melalui budaya peserta didik, maka pembelajaran mereka lebih kontekstual. Peserta didik juga di harapkan mengenal budaya mereka dan juga sejalan dengan profil plajar pancasila dimana mereka mampu menghargai, menghayati tentang budaya local tersebut. Selain itu, pe,belajaran melalui budaya membuat pembelajaran lebih mudah karena materi yang digunakan berada di area pengetahuan peserta didik
Interviewer	:	Berarti dapat dikatakan bahwa dengan adanya integrasi budaya relevant terhadap peserta didik ya bang

Interviewee	:	Iya, betul sekali.
Interviewer	:	Berdasarkan teaching module yang abang designed, tentang procedure text. Abang memilih lempeng pisang. Nah di sana ada gambar dan text. Dari manakah abang memperoleh gambar ini? Apakah dari buku, internet?
Interviewee	:	Kalau di gambar saya dapat dari internet. Pemilihan gambar saya pilih yang mudah di lihat, yang paling jelas karena memang untuk bentuk lempeng pisang tidak begitu unik, jadi saya mencari yang siswa tidak ada yang kebingungan. Untuk teks nya, saya melakukan modifikasi. Saya memperoleh dari internet namun terlalu panjang, lalu saya modifikasi supaya menjadi lebih sederhan. Namun tetap sesuai dengan struktur procedure text yang benar.
Interviewer	:	Berarti untuk text nya lebih banyak effort nya yaa bang
Interviewee	:	Iya, betul sekali.
Interviewer	:	Dari sebanyal traditional food dari Banjarmasin, kenapa abang menjatuhkan pilihan ke lempeng pisang ini?
Interviewee	:	Jadi sebelum saya membuat module ajar tersebut, saya berkonsultasi dengan guru pembimbing saya, karena ini akan dilanjutkan ke pjbl dimana lempeng pisang adalah traditional food yang lebih mudah dalam pembuatannya, dan menggunakan alat alat yang sederhana. Ini juga selaras dengan peserta didik saya adalah siswa SMP. Saat praktek nantinya, mereka pun mudah dalam mendapatkan bahan baku nya
Interviewer	:	Dalam mendesign teaching modul dengan adanya integrasi budaya local didalamnya, apakah membutuhkan waktu yang agak lama atau bagaimana bang?
Interviewee	:	Agak lamanya lebih ke pemilihan materi budaya yang cocok, karena dari sekian banyak aspek budaya yang ada, jadi harus disesuaikan dengan topic yang di bahas. Dan juga dalam mendesign ppt, canva dan lkpd juga.
Interviewer	:	Jadi dapat di simpulkan bahwa integrasi budaya local dalam sepatutnya ada di setiap pembelajaran ?
Interviewee	:	Iya, betul sekali.
Interviewer	:	Apakah ada tantangan lain yang abang hadapi dalam mendesign module nya bang?

Interviewee	:	Iya, tentu saja ada. Yaitu relevansi kebudayaan terhadap peserta didik. Cotohnya saya tentang lempeng pisang tadi. Harus diakui bahwa tidak semua peserta didik mengenal lempeng karena perbedaan generasi. Dari 27 peserta didik, sekitar 15 yang mengetahuinya. Selanjutnya, seringkali kebudayaan ini ada yang duplikatif atau sama, misalnya ada beberapa makanan yang ada di Jawa juga. Jadi mereka bertanya pun ini makanankhas Banjar atau dimana. Jadi kita harus bisa se authentic mungkin. Jadi berhati dalam memilih budaya daerah atau budaya secara nasional. Dan kalau bisa budaya yang kita pilih itu bisa di lihat, di datangi, dirasakan secara konkrit. Misalnya membahasa lempeng, berarti makanan tersebut semestinya harus ada yang jual
Interviewer	:	Berarti lebih jenis kebudayaan yang mau diintegrasikan ya bang
Interviewee	:	Iya, betul
Interviewer	:	Okay, baik bang. Sekian untuk sesi interviewnya bang. Terimakasih sudah meluangkan waktu dan kesediannya menjadi bagaian dalam penelitian ini bang
Interviewee	:	Inggih, sama sama.

(8)		
Interviewee	:	GAF
From	:	Universitas Lambung Mangkurat – Banjarmasin, South Kalimantan
Day/Date	:	Friday, February 2nd 2024

Interviewer : Assalamu'alaikum. Terima kasih atas waktu nya kak. Kita langsung aja ke interview nya ya kak. Sebelumnya mungkin kaka bisa memperkenalkan diri terlebih dahulu.

Interviewee : Wa'alaikumsalam. Selamat sore, saya GAF. Saya adalah mahasiswa PPG dari Universitas Lambung Mangkurat jurusan Bahasa inggris tahun 2022. Tujuan saya mengikuti program ini adalah langkah saya menuju menjadi guru yang professional. Pengembangan diri, penambahan ilmu akan keguruan sangat banyak didapati melalui program ini.

Interviewer : Baik kak. Selama kaka kuliah di program PPG, salah satu materi nya adalah tentang pendekatan culturally responsive teaching dimana melibatkan budaya local dalam pembelajaran. Menurut kaka seberapa pentingkah integrasi budaya local dalam bahan ajar?

Interviewee : Benar, CRT merupakan salah satu materi yang kami pelajari saat kuliah. Perihal pentingnya integrasi budaya local dalam bahan ajar, menurut saya sangat penting yaa. Selain memudahkan peserta didik dalam memahami pembelajaran melalui budaya local mereka, peserta didik juga langsung terkoneksi dengan pembelajaran. Dari pada kita memberi konteks yang terlalu jauh, alangkah baiknya mulai dari apa yang ada di sekitar mereka

Interviewer : Dapat di simpulkan bahwa pembelajaran yang relevant adalah pembelajaran yang dekat dengan dirinya, salah satunya adalah budaya local mereka sendiri.

Interviewee : Betul sekali kak

Interviewer : Dari module yang kaka kirim, kaka menggunakan CRT dalam mengajar invitation. Di awal pembelajaran, kaka menayangkan gambar Batamat Qur'an. Ini event apa dan apa pertimbangan kaka memilih event ini?

Interviewee : Betul sekali, module yang saya kirim tentang invitation menggunakan pendekatan CRT. Sering saya jumpai kalau didalam mengajar invitation, pengajar sering memberi contoh tentang mengundang seseorang ke pesta ulang

tahun, atau wisuda. Sekarang saya mencoba untuk memberi konteks lain namun tetap dekat dengan siswa, yaitu Batamat Qur'an. Batamat Qur'an ini adalah kegiatan yang memang mereka sudah melalui nya. Kegiatan mengundang teman sebaya, sanak family dan tetangga untuk menyaksikan kegiatan ini sering dilakukan. Makanya saya buka pembelajaran ini mengenai pengalaman mereka.

Interviewer	:	Nah, selain itu ada juga dialogue dengan gambar traditional games. Bisa kaka jelaskan kak?
Interviewee	:	Iya, saya juga mengintegrasikan permainan balogo asli dari Banjar di dalam bahan ajar saya dimana kondisi nya adalah mengundang teman untuk bermain bersama. Pengintegrasian ini penting dikarenakan kegiatan balogo games ini masih marak di Banjarmasin.
Interviewer	:	Di dalam LKPD kaka juga banyak menyelipkan gambar seperti Keladan Hill, Siring Floating market, dll
Interviewee	:	Iya benar, saya memang mencoba untuk tetap mengajar Bahasa inggris namun memakai lokasi atau event yang ada di dekat mereka. Karena pembelajaran yang bermakna adalah pembelajaran yang berhubungan dengan kesehariannya dan pengalamannya
Interviewer	:	Okay kak. Apakah kaka memiliki tantangan dalam mendesign module CRT ini kak?
Interviewee	:	Tentu nya ada tantangan apalagi ini berbau budaya local dimana tidak semua budaya local diketahui oleh khalayak ramai. Dan otomatis sumber sumber pembelajaran tentang ini juga minim. Ini adaptasi bahan aja, apakah itu dialogue atau text memang harus dilaksanakan yang menghasilkan text yang bisa di gunakan saat mengajar yang sesuai dengan kemampuan siswa kita.
Interviewer	:	Bagaimana dengan mendesign Langkah Langkah pembelajarannya kak?
Interviewee	:	Dalam Langkah Langkah pembelajaran kita harus mempertimbangkan karakter siswa kita yaa. Mereka lebih senang ketika kegiatan apa, menggunakan media apa, dll. Setelah saya dalami, ternyata siswa saya dominant menyukai kalau ada sesuatu yang di tunjukkan seperti gambar. Mereka langsung merasa bosan kalau yang di tayangkan atau di task mereka banyak kata kata. Makanya di module saya kali ini, banyak sekali gambar. Karena sebelum mereka menuju text, mereka menela'ah gambar terlebih dahulu dan sangat membantu dalam

memahami text atau pun questions dalam Latihan mereka

Interviewer	:	Baik kaka, berarti penggunaan gambar sangat membantu siswa ya kak
Interviewee	:	Betul sekali kak
Interviewer	:	Okay kak, terimakasih atas waktunya kak. Terimakasih kerelaannya menjadi salah satu participant dalam penelitian ini kak
Interviewee	:	Sama sama thifa, semoga bisa membantu yaa.

(9)
Interviewee : NI
From : Universitas Muhammadiyah Makassar – South Sulawesi
Day/Date : Wednesday/November 22nd 2023

Interviewer	:	Okay. Assalamu'alaikum wr.rb
Interviewee	:	Wa'alaikumsalam
Interviewer	:	Sebelumnya, terimakasih atas kesediannya menjadi bagian dalam penelitian ini kak. Sebelum kita ke interview section, mungkin kaka bisa memperkenalkan diri terlebih dahulu kak. Dipersilahkan.
Interviewee	:	Baik, kak. Terimakasih. Perkenalkan nama saya NI. Asal kampus dalam mengikuti PPG di Universitas Muhammadiyah Makassar. Tujuan saya mengikuti program PPG itu adalah melanjutkan keinginan saya menjadi guru karena dari dulu memang ingin menjadi seorang guru. PPG adalah program yang tepat untuk menjadi langkah kearah sana.
Interviewer	:	Baik kak. Saat perkuliahn di PPG, salah satu materinya adalah CRT/Culturally responsive teaching dimana kita hiharapkan untuk mengintegrasikan budaya sendiri dalam proses pembelajaran. Menurut kaka, seberapa pentingkah integrasi budaya local tersebut dalam teaching module?
Interviewee	:	Sangat penting ya khususnya untuk mental siswa. Maksud saya adalah dalam satu kelas, tidak semua peserta didik berasal dari etnis yang sama walaupun mereka berdomisili di Makassar. Dengan adanya perbedaan, dan kita mencoba memasukkan unsur budaya mereka, peserta didik akan merasa lebih di hargai dan yang lain pun bisa belajar dan lebih menghargai juga akan ciri khas atau perbedaan tersebut. Jadi pembelajaran tidak hanya berfokus kepada satu daerah tapi juga mengetahui budaya daerah lain juga.
Interviewer	:	Dari teaching module yang kak dibikin, ada beberapa story seperti Batu menangis dan telaga warna. Story tersebut kaka peroleh dari buku atau internet kak?
Interviewee	:	Iyaa dari internet yaitu dari youtube
Interviewer	:	Dari sekian banyak story, apa pertimbangan kaka mengambil text tersebut?

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Interviewee	:	Pemilhannya hanya pada story daerah yang berbeda. Satu cerita asli dari Sulawesi selatan dan satu lagi berasal dari Jawa. Itu juga berdasarkan dengan video animasi yang tersedia di youtube. Karena saya harus memilih pelafalan yang bagus dan sesuai dengan kemampuan siswa saya.
Interviewer	:	Bagaimana dengan waktu mendesign teaching module nya kak? Apakah butuh waktu yang cukup lama atau bagaimana?
Interviewee	:	Membutuhkan waktu yang cukup lama yaa kak. Soalnya saya melakukan test diagnostic terlebih dahulu sebelum mendesign teaching module karena disesuaikan dengan peserta didik. Kalo pemilihan story juga begitu, saya harus target kana da beberapa sumber yang berbeda agar aspek budaya local dan budaya local lainnya bisa dimasukkan ke dalam pembelajaran.
Interviewer	:	Apakah kaka mengalami tantangan lain dalam mendesign teaching module especially in teaching materials and lesson plan?
Interviewee	:	Menentukan model pembelejaran yang akan saya gunakan karena saya harus memperhatikan karakteristik peserta didik saya. Kemudian, menyesuaikan dengan materi yang akan saya ajarkan. Selain itu, di dalam pembuatan LKPD dimana saya harus terintegrasi budaya tersebut dan akhirnya tujuan dari pembelajaran tetap tercapai.
Interviewer	:	Allright, that's all for the interview kak. Thank you atas waktu dan kesediaannya yaa kak
Interviewee	:	Iya kak, sama sama.

(10)		
Interviewee	:	TI
From	:	Universitas Muhammadiyah Makassar – South Sulawesi
Day/Date	:	Friday, February 2nd 2024

Interviewer	:	Assalamu'alaikum. Terima kasih atas waktu nya kak. Kita langsung aja ke interview nya ya kak. Sebelumnya mungkin kaka bisa memperkenalkan diri terlebih dahulu. Dipersilahkan
Interviewee	:	Wa'alaikumsalam, Thifa, perkenalkan saya TI. Saya adalah mahasiswa PPG jurusan Bahasa inggris di Universitas Muhammadiyah Makassar tahun 2022.
Interviewer	:	Baik. Apa tujuan kaka mengikuti program ini?
Interviewee	:	Saya mengikuti program ini ingin mengupgrade diri, menambah wawasan dan pengalaman dalam mengajar. Kita tau bahwa, menjadi seorang guru tidak lah mudah. Banyak sekali hal yang guru lakukan. Mengikuti program ini merupakan salah satu cara saya mendapatkan ilmu yang sangat bermanfaat. Selain itu juga, pemerintah sangat menyokong para freshgraduate yang terpanggil hatinya menjadi guru untuk bergabung dan dibiayai oleh pemerintah.
Interviewer	:	Baik kak. Selama kaka kuliah di program PPG, salah satu materi nya adalah tentang pendekatan culturally responsive teaching dimana melibatkan budaya local dalam pembelajaran. Menurut kaka seberapa pentingkah integrasi budaya local dalam bahan ajar?
Interviewee	:	Menurut saya penting ya. Budaya local itu adalah sesuatu yang ada di lingkungan mereka, sangat dekat dengan peserta didik. Karena dekat, pastinya ada pengalaman. Belajar dengan pengalaman sangat lah membantu mereka dalam mengerti tentang sesuatu karena mereka sudah melewatinya. Selain itu, CRT tidak hanya terfokus ke budaya local sendiri saja namun juga mentrigger siswa untuk mengetahui budaya local lainnya. Karena kita hidup di negara yang berbudaya, punya banyak etnics dan punya karakter masing masing harus di ketahui oleh generasi muda.
Interviewer	:	Okay kak, berarti bisa di katakana bahwa pembelajaran yang relevant itu adalah pembelajaran yang dekat dengan peserta didik yaa kak
Interviewee	:	Iyaa, sehingga pembelajaran itu menjadi bermakna.

Interviewer	:	Di dalam teaching module kaka, kaka hanya mengintegrasikan budaya local di dalam student's exercice.
Interviewee	:	Iya betul, saya mengintegrasi kan budaya local di LKPD. Selama pembelajaran saya lebih memberi contoh pada yang common saja karena ini pembahasa tentang hope and wish ya. Jadi, ini mudah di pahami oleh siswa. Untuk LKPD, saya menyediakan situation and pictures juga untuk siswa lebih memahami nya.
Interviewer	:	Baik kak, apakah dalam mengerjakan LKPD seperti itu siswa lebih bisa mengerjakannya dengan baik kak?
Interviewee	:	Tentu kak. Situasi yang di berikan, sangat familiah dengan mereka. Gambar yang di berikan juga gambar yang adai di provinsi mereka.
Interviewer	:	Apakah kaka mengalami tantangan dalam mendesign bahan ajar atau learning activitiesnya kak?
Interviewee	:	Saat mendiskusikan LKPD saya juga menyelipkan informasi informasi seputar budaya local yang saya integrasikan. Karena ada beberapa yang saya ambil dari luar contohnya adalah bakiak race. Rata rata siswa saya menganggap bahwa bakiak race ini asli dari Makassar karena setiap ada perayaan 17 agustus, sumpah pemuda, khatam alqur'an, bakiak race adalah salah satu games yang diadakan. Saya pun mengira begitu, namun karena masih ada keraguan saya mencoba untuk mencari sumber bacaan. Disaat itu lah, kekeliruan ini diluruskan. Bahwa sanya bakiak race adalah games asli dari Sumatera Barat namun games ini memang terkenal dimana mana. Jadi, pemahaman guru terhadap suatu budaya local harus menjadi komponen terpenting, karena kita lah yang bertanggung jawab terhadap setiap kata yang kita lontarkan.
Interviewer	:	Jadi, teacher's understanding, teacher' knowledge tentang budaya harus jelas yaa kak. Sebagai pendidik, kita harus tau budaya apa itu, dari mana, agar tidak terjadi kekeliruan yaa kak
Interviewee	:	Iya, Thifa.
Interviewer	:	Baik kak. Thank you ya ka atas penjelasannya dan waktu nya. Terimkasih sudah bersedia terlibat dalam penelitian ini kak
Interviewee	:	No problem, Thifa. Semoga lancer kedepannya yaa