Hovering Learner Awareness of Local Wisdom in Local Tourism-Destination (LTD) Project Teaching Speaking

Halimah[1,a]
Universitas Suryakancana[1]
halimah@unsur.ac.id[a]

Abstract

The primary objective for this study was to investigate the students' perception on how LTD Project enhanced speaking learners' awareness of their local wisdom in a local tourism-destination project work with two specific purposes, which were to explore how the learners interacted with textual representations of their local wisdom to create their project and to what extent CELLO developed their communicative competence of the target language. This study was triangulated. The elicitation instruments were project instructions, test, interviews, and observation notes. The study revealed that, first, on the awareness of local wisdom in a local tourism-destination project works, the learners interacted with textual representations of their local wisdom through theme-centered learning process. Second, on the enhancement of CELLO and speaking skills, CELLO allowed the learners to deal with interactive, spontaneous, and more meaningful communication actively while mobile technology helped the learners consciously focus on speaking aspects of the target language. For pedagogical implications, project-based teaching with the support of CELLO and mobile technology can raise learner awareness of local wisdom in local tourism-destination topics effectively.

Keywords: CELLO, Local Tourism-Destination, Local Wisdom, Project Work, Speaking

Abstrak

Tujuan utama untuk penelitian ini adalah untuk menyelidiki persepsi siswa tentang bagaimana Proyek LTD meningkatkan kesadaran peserta didik berbicara tentang kearifan lokal mereka dalam proyek tujuan wisata lokal dengan dua tujuan spesifik, yaitu untuk mengeksplorasi bagaimana peserta didik berinteraksi dengan representasi teks. dari kearifan lokal mereka untuk membuat proyek mereka dan sampai sejauh mana CELLO mengembangkan kompetensi komunikatif mereka dari bahasa target. Penelitian ini adalah triangulasi. Instrumen elisitasi adalah instruksi proyek, tes, wawancara, dan catatan observasi. Studi ini mengungkapkan bahwa, pertama, pada kesadaran akan kearifan lokal dalam karya proyek tujuan wisata lokal, para peserta didik berinteraksi dengan representasi tekstual dari kearifan lokal mereka melalui proses pembelajaran yang berpusat pada tema. Kedua, pada peningkatan keterampilan CELLO dan berbicara, CELLO memungkinkan peserta didik untuk berurusan dengan komunikasi interaktif, spontan, dan lebih bermakna secara aktif sementara teknologi

seluler membantu peserta didik secara sadar fokus pada aspek berbicara dari bahasa target. Untuk implikasi pedagogis, pengajaran berbasis proyek dengan dukungan CELLO dan teknologi seluler dapat meningkatkan kesadaran pelajar tentang kearifan lokal dalam topik tujuan wisata lokal secara efektif.

Kata Kunci: CELLO, Tujuan Wisata Lokal, Kearifan Lokal, Pekerjaan Proyek, Berbicara

INTRODUCTION

The education objectives are ideally and comprehensively stated in Law No.20 of 2003 about National Education that national education serves to develop ability and to provide nation character and prestigious civilization in the attempt of intellectualizing the nation life, aiming to develop the students' potential to be human beings who have faith, piety to Almighty God, noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. This formulation is deliberately formed to provide spiritual circumstance and spirit as well as to give motivation to every related humanity component to try achieving such the ideals. The nation characters are built from diversity of ethnicity, language, religion and tradition that is called as local wisdom.

Indonesia is well-known for its diversity of ethnicity, language, religion and tradition. This gives birth to the emergence of local wisdom in every region in this country. Local wisdom is certainly very meaningful because it is a part of characteristic of the nation. Unfortunately, many today's young people are not familiar, even do not know, with their local wisdoms (Albantani & Madkur, 2018). This should be paid more attention since local wisdom is one of the self-identity of the nation. And now people are living in an era of 4.0 in which (D'Souza & Kamaruddin, 2018). Universities need to prepare both academicians and students to upgrade to the present scenario. Academicians should leverage their knowledge and skills and upgrade themselves to the present and future generation Z (gen-Z) (Anggraeni, 2018).

Education 4.0 contends the notion of innovation in educational system. It derives to the idea that the development of digital era conquers to promote Education 4.0. It cannot be avoided that the use of information, internet, and technology support the teaching and learning process. Besides, the emergence of Education 4.0 is inspired by Industry Revolution 4.0. The educational system needs to apply the core of Industry Revolution 4.0 or Industry 4.0 in order to get a synergy for achieving the goals in the globalization era (Anggraeni, 2018).

Globalization is a challenge for education. Understanding globalization with all its aspects is a strategic step to improve education, in which the current generation need to develop skills and interpersonal skills to learn, to live with other people who tend to be a different race, religion, language, and cultural backgrounds. Modernization against life eroding impact on the value of the noble culture of our nation (Syarif, Fatchan, Astina, & Sumarmi, 2016).

Therefore, the educators of this era should be able to find out one of strategies to preserve and inherit local wisdom is by integrating it into all lessons thought at university including speaking subject as one of foreign subject learned. Local wisdom

needs to be in instructional activities of foreign language teaching, even though they need to learn foreign languages, they would not lose their real identity. The application of this concept is not only to equip the students with linguistic competence but also to provide them with cultural competence. This paper discusses the practical ways of integrating local wisdom in speaking subject of teaching for Indonesian students through PBL as a learning strategy to increase students' local wisdom awareness. It is concluded that the integration of local wisdom is very essential and it could be executed by including the local wisdom values into the materials, allocated time for discussion on local wisdom, classroom activities and the process of teaching linguistic skill.

There are numerous of researchers conducted research on the issues of integrating local wisdom in tourism places into the teaching and learning practice such as Vitasurya (2016) who apply a tourist village idea to be integrated in teaching material. Second, Agung (2015). Pornpimon, Wallapha, & Prayuth (2014), Fourth, Subali, Sopyan, & A (2015). The last, Ratana-ubol & Henschke (2015) who provided the background and concept of Thailand Lifelong Learning [LLL]. Those researchers applied PBL in language teaching. Yet, over those researches, integrating tourism local destination as an idea for speaking activity in teaching and learning speaking has not ever been revealed by the researchers. This article reports the results of the research dealing with the practical ways of integrating local wisdom in speaking subject of teaching for Indonesian students through PBL as a learning strategy to increase students' local wisdom awareness by answering the follows research question: Students' Opinions about the Implementation of PBL, in the Form of the local tourism-destination project, in speaking Class and Students' Opinions about How the Implementation of CELLO in PBL in the Form of the local tourism-destination project hovers Their Language Skills.

Local Wisdom
Some definitions of local wisdom are formulated by some experts such as Vitasurya (2016) sated that wisdom etymologically means a person's ability to use his mind and sense to respond to an occurrence, object or situation. Local wisdom is the positive behavior of man when interacting with nature and its local surroundings which is originated from their value of religious customs, advice of the ancestors or local culture, naturally built within a community to adapt to its local surroundings. Another definition states by Agung (2015), local wisdom is a term frequently used by scholars to represent value system and norm organized, held, understood, and applied by the local society based on their understanding and experience in interacting and interrelating with environment. While Pornpimon et al. (2014) defined local wisdom is the knowledge (Dahliani, 2015, Singsomboon, 2014, Mungmachon, 2012, Subali et al. (2015) that appropriate to be used in the development of countries to ensure national development to be more efficiently. It is a process of realization in increasing the valuable local potential so that it becomes a product, a service, or other valuable works, which has a unique and comparative advantage. While H K Surtikanti & Ramdhani (2017) stated that local wisdom people sustained culture value and environmental ethics, especially in saving the environment and environmental care. The researcher then resumes those definitions that local wisdom is a collection of local knowledge as a process of realization in increasing the valuable local potential so that it becomes a product, a service, or other valuable works, which has a unique

and comparative advantage acquired as a manifest by the positive behavior of man when interacting with nature and its local surroundings.

PBL in CELLO Method

CELLO is derived from Community English Language Learning and Orai. It is a new teaching method developed especially in the community of English language learning based on the idea of Curran's work on teaching method. CELLO method promotes the student-centered learning process and decreased the teacher-centered learning (Halimah, Lustyantie, & Ibrahim, 2018). There are some activities done using CELLO method in speaking class. First is recording. In this activity the students are record their speech. Second, listen. The students listen to their recorded speech. Third is correct. The students' activity is corrected for the error in language occurred on their speech. And fourth activity is repeating the recorder. The students repeat and record their correct speech.

RESEARCH METHOD

Participants

The study included 24 undergraduate students, 19 females and 5 males, majoring in English department study program at a Cianjur university during the second semester of the 2018 academic year. All the students were first year students who had taken and passed speaking subject 1. They were young adults with an average age of 20.

Data Sources

The semi-structured interview was used in order to allow the participants to reconstruct the details of their experience with the presentation of the local tourism-destination project through a series of open-ended questions that enabled the interviewer to build upon and explore the answers to each question. The semi-structured interview allowed the researcher to supplement other relevant questions to obtain more information, apart from a written list of guided questions.

Procedure

Since the local tourism-destination project required students to work collaboratively, students were asked to form their teams on a voluntary basis. There were a total of 6 groups (each group consists of four members) representing 6 projects in this course. After introducing the theme of the project, every group of students was asked to interpret the theme and decide how they would find the information related to local wisdom found in tourism of their places. Each group had two weeks to work on their presentation before performing or presenting their project in class. After their presentation, each group was interviewed about their project using the guided questions which were related to project title, presentation style, and students' satisfaction with the presentation, benefits and obstacles in doing the project. Interview data were recorded, fully transcribed. For reliability purposes, the translated data were double checked and corrected by the researcher.

Data Analysis

Transcripts from the interviews were coded by themes related to project implementation and skills enhancement issues.

RESULT AND DISCUSSION

Students' Opinions about the Implementation of PBL, in the Form of the local tourism-destination project, in speaking Class

PBL was implemented as the local tourism-destination project in the speaking class in order to encourage the students to use the English skills they had learned in class as a medium to present content and the local inheritance of tourism destination contains local wisdom. The interview data revealed four major issues concerning the implementation of the project. As the data analyzed it can be reports that the implementation-related issues include presentation schedule, how to score the language skills and content used in the project, students' language skills preparation, and project recommendation. Some students thought that the presentations should be scored individually since speaking is uttered by the students individually. The presentation was also done individually at the final week of the semester. Finally, most students thought that the local tourism-destination project should be retained in the speaking class because it was appropriate and useful for them especially to increase their local wisdom awareness.

Students' Opinions about How the Implementation of CELLO in PBL in the Form of the local tourism-destination project hovers Their Language Skills

Based on the interview data, the students believed that their language skills were enhanced. Most of the students thought that the local tourism-destination project helped them practice their speaking skills. At the preparation stage of their presentation, the students believed that their vocabulary knowledge was enhanced when they searched for information from different sources because they had to read and compare a lot of information before selecting what was appropriate for their project. Their writing was also enhanced when they prepared their Power Point slides or cardboards and when they wrote scripts for their presentation. In addition, their speaking was definitely enhanced when they rehearsed their speech as well as at the presentation stage when they performed or presented their project.

CONCLUSION

This study was carried out to describe how local tourism destination project accompanied by CELLO model be used in teaching speaking that helps the students to hover their local wisdom awareness and to report students' perception on the use of CELLO method in enhancing their speaking ability. In this study, there procedure in conducting the project There were a total of 6 groups the students, introducing the theme of the project, interpreting, find the local tourism destination, and presenting their project in class. While to implement the CELLO in teaching speaking consists of four stages; recording, listening, correcting, and repeating which is called by the researcher as RLCR. The result of the questionnaire indicates that the students have positive perception toward the project in speaking class. Therefore, orchestrating PBL and CELLO is strongly recommended for both the teacher and students in order to help their local wisdom awareness and enhancing students speaking ability.

REFERENCES

Agung, L. (2015). The Development of Local Wisdom-Based Social Science Learning Model with Bengawan Solo as the Learning Source Leo Agung S Historical Education Study Program of Social Science Department of Teacher Training and Education. American International Journal of Social Science, 4(4), 51–58.

Albantani, A. M., & Madkur, A. (2018). International Journal of Applied Linguistics & English Literature Think Globally , Act Locally : The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia. International Journal of Applied Linguistics & English Literature, 7(2). Retrieved from www.ijalel.aiac.org.au

Anggraeni, C. W. (2018). Promoting Education 4 . 0 in English for Survival Class : What are the Challenges ? METATHESIS Journal of English Language, Literature, and Teaching, 2(1), 12–24. https://doi.org/10.31002/metathesis.v1i2.676

Ariza, E. N. (2002). Resurrecting " old " language learning methods to reduce anxiety for ... Bilingual Research Journal; Fall, 717.

D'Souza, U., & Kamaruddin, M. (2018). Industrial Revolution 4 . 0 : Role of Universities. Borneo Journal of Medical Sciences, 12(1), 2–3.

H K Surtikanti, & Ramdhani, A. S. and N. (2017). Traditional Knowledge of Local Wisdom of Ammatoa Kajang Tribe (South Sulawesi) about Environmental Conservation. In International Conference on Mathematics and Science Education (ICMScE). Bandung: IOP Publishing.

Halimah, Lustyantie, & Ibrahim. (2018). STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF ORAI APPLICATION IN CLL METHOD IN TEACHING SPEAKING. JEELS, 5(1), 1–21. Retrieved from http://jurnal.stainkediri.ac.id/jeels.php

Mungmachon, M. R. (2012). Knowledge and Local Wisdom : Community Treasure. International Journal of Humanities and Social Science, 2(13), 174–181.

Pornpimon, C., Wallapha, A., & Prayuth, C. (2014). Strategy Challenges the Local Wisdom Applications Sustainability in Schools. Procedia - Social and Behavioral Sciences, 112(Iceepsy 2013), 626–634. https://doi.org/10.1016/j.sbspro.2014.01.1210

Ratana-ubol, A., & Henschke, J. A. (2015). Cultural Learning Processes through Local Wisdom : A Case Study on Adult and Lifelong Learning in Thailand. International Journal of Adult Vocational Education and Technology, 6(June), 2–5. https://doi.org/10.4018/ijavet.2015040104

Singsomboon, T. (2014). TOURISM PROMOTION AND THE USE OF LOCAL WISDOM THROUGH © Copyright 2014 ISSN2286-9700 online © Copyright 2014 ISSN2286-9700 online ICBTS Institute 33. IJBTS International Journal of Business Tourism and Applied Sciences, 2(2), 32–37.

Subali, B., Sopyan, & A, E. (2015). DEVELOPING LOCAL WISDOM BASED SCIENCE LEARNING DESIGN TO ESTABLISH POSITIVE CHARACTER IN ELEMENTARY SCHOOL. Jurnal Pendidikan Fisika Indonesia, 11(1), 1–7. https://doi.org/10.15294/jpfi.v11i1.3998

Syarif, E., Fatchan, A., Astina, I. K., & Sumarmi. (2016). Conservation Values of Local Wisdom Traditional Ceremony Rambu Solo Toraja ' s Tribe South Sulawesi as Efforts the Establishment of Character Education. EFL JOURNAL, 1(1), 17–23.

Vitasurya, V. R. (2016). Local Wisdom for Sustainable Development of Rural Tourism , Case on Kalibiru and Lopati Village , Province of Daerah Istimewa Yogyakarta. Procedia - Social and Behavioral Sciences, 216(October 2015), 97–108. https://doi.org/10.1016/j.sbspro.2015.12.014