



A Study on The Integration of Local Culture into EFL Teaching Materials for Junior High Schools in West Papua Province

Sukristiningsih^{*1}, Fatu Rahman², Nasmilah² and M. Amir²

¹Department of English Education, Faculty of Teacher Training and Education,
Universitas Papua, Manokwari, West Papua, 98314, Indonesia

²Doctoral Program of English Language Studies, Faculty of Cultural Sciences, Universitas
Hasanuddin, Makassar, South Sulawesi, 90241, Indonesia

**Corresponding author: ukky20042000@gmail.com*

Abstract

Teaching material is an integral part of the teaching and learning process, especially for EFL beginner learners. The teaching material presented may become harmful or useful to learners based on the appropriateness of the material to learners and the delivery. Since Junior High school students are categorized as starter EFL learners, especially in the West Papua Province context, and at this age, they are living close to their culture, also based on the Indonesian National Curriculum 2013, which promotes the integration of local culture, this study aimed to examine on the local culture integration in EFL teaching materials in West Papua Junior High Schools environment. This study employed a qualitative paradigm using a purposive sampling technique and gathered 11 EFL Junior High Schools teachers' information from 5 different regions across West Papua Province. An in-depth interview was used to collect data on the perception of EFL teachers related to the teaching material used and the integration of local culture in EFL teaching material. The result showed that no West Papuan local culture was included in EFL teaching materials accessible and used so far. In fact, EFL teachers worked hard to simplify and modify the available teaching materials due to increasing students' interest in learning English with limited sources in most of their places. Thus, additional EFL teaching materials with the local culture of West Papua content are urgently needed to support students learning.

Keywords: *EFL, local culture, teaching material.*

INTRODUCTION

In language teaching, the teaching/learning materials (TLM) are also known as instructional materials that become one of the important elements as well as teachers, learners, teaching methodology, assessment, and other contextual factors related. The

good language instructional materials are aligned with other elements, including teachers' language proficiency, cultural background of teachers and learners, learners' learning style, learners' interest, classroom condition, availability of teaching sources, and other related aspects, as stated by Richards (2005) that teacher, learner, and contextual variables are shaping the effective language instructional materials. Therefore, materials in language teaching are becoming the midpoint information for learners to experience, learn, and apply during study. Teaching/learning language materials are not only textbooks but include anything brought into the class to promote and facilitate language learning. They can be linguistic, auditory, visual, or kinesthetic, presented in print, cassette, live performance, CD-ROM, DVD, or Internet.

In the context of teaching/learning at school, it also relates to applied curriculum. In West Papua Province, Curriculum 2013 or K-13 is still practiced in most Junior High Schools, even though a new curriculum existed, namely 'Kurikulum Merdeka' or 'Merdeka Belajar'. According to Curriculum 2013, it promotes culture to be included in the teaching/learning materials; as asserted in Indonesian Government Regulation No 32 concerning the National Education Standard (SNP), the curriculum framework has to contain local culture and aspects in the education. Bao (2016) and Mukundan et al. (2016) in Oktarina et al (2022) affirm that students' inheritance is one of the key points that need to be put into consideration in teaching materials development. Jiang (2000), Turkan and Celik (2007), and Phyak in Alakrash et al. (2021) assert that the integration of local culture in English as a Foreign Language (EFL) teaching is important as learners are born with their own local culture which is believed can facilitate them in learning.

English subjects in West Papua Province are mostly taught at the Junior High Schools level as a starter or foundation level. Teaching EFL is undoubtedly difficult for this level of students as many factors lie behind the students' lives. Students at this age still live within their own culture because they are not mature enough to live separately from their parents. Related to that, some set of considerations in teaching have to be considered, such as intellectual capacity, attention span, varieties of sensory input, factors surrounding it, and the 'here and now' nature of communication (Brown, 2001). Therefore, inserting local culture in teaching EFL may help learners feel comfortable learning English.

Consequently, the Central Government has established an English handbook for teachers to be used. This English handbook was distributed freely through hard and soft copies from the Educational Department (Dinas Pendidikan) to schools. However, this book does not show the local cultural content, especially for Papua culture. It is so because Indonesia consists of thousands of cultures, and the book provided cannot cover all cultures. Some researchers have done studies on EFL Junior High School textbooks used, namely 'When English Rings a Bell' and present that the books contain some Indonesian cultures as (1) Santosa in 2015 claims that the textbook for 7th Grade incorporates up to 73.63% Indonesian culture; (2) Erlina et al carry out a research on the textbook for 8th and 9th Grades in 2018 found that the Indonesian culture contains 6.4% from paragraph analysis, and 43% from picture analysis for 8th Grade's textbook, while for the 9th Grade textbook, it is found that 16.9% from paragraph analysis, and 88.7% from picture analysis. Apart from that, studies of a textbook entitled 'English in Focus,' which is also usually used, were accomplished in 2016 by Silvia and Mulfian in 2013. Silvia has researched the 7th and 8th Grades textbooks and explained that 40% of Indonesian culture is found in the 7th Grade's textbook and 79% in the 8th Grade's textbook. This

information explains that Indonesian local culture is still low or uncovered in some stages. Thus, this study is conducted to get ideas about English teachers' perceptions related to integrating the local culture of Papua or West Papua into the EFL teaching materials in West Papua Province.

LITERATURE REVIEW

West Papua Province

West Papua or Papua Barat Province is one among five provinces in Papua Island located in the Eastern part of Indonesia bordered by a country named Papua New Guinea. This province is called West Papua Province because it is located in the Western part of the Papua Island. West Papua Province consists of seven Regions namely Manokwari, Manokwari Selatan (South Manokwari), Pegunungan Arfak (Arfak Mountainous), Teluk Wondama (Wondama Bay), Teluk Bintuni (Bintuni Bay), Fakfak, and Kaimana. Manokwari is the Capital City of this province, thus it's a lot more developed compared to other regions in this province. The location of West Papua Regions is in the mountainous areas of Arfak Mountainous, and coastal areas. However, most of the regions are located in the coastal areas. Local culture from West Papua Province can be formed as local language, art (song, dance, craft), house for living, tradition, beliefs, thought, and customs.

Local Culture and Material Development

Many issues encompass material development. In EFL teaching/learning, we read and listen a lot about the insertion or the integration of local culture into language teaching by many experts and researchers. The issue related to language and culture appeared in the 1990s and is getting more complex related to life development (Kramsch & Hua, 2016). Culture itself in a broad sense relates to what people think, believe, create, and like. While in a narrow sense, it means a distinctive group of people with shares feelings, interest, historical backgrounds, and experiences (Brislin, 1981 cited in Margana, 2009) or it can be said as "way of people" (Lado, 1952 in Khan, 2016).

Language and culture cannot be separated, they are bound together because language itself is part of culture. Teachers and students who come into the English classroom are bringing along their culture with them. Thus, this phenomenon cannot be neglected, as Margana (2009) explains that learners' local cultural aspects have to be taken into account in the process of EFL teaching and learning. Related to this, Kramsch & Hua (2016) explain four ways to conceptualize the connection between language and culture in ELT: (1) English is identified as an Anglo-Saxon culture which attached to an English-speaking nation; (2) English as a language with the multinational culture of modernity, develop, and prosperity; (3) English as a language for global communication that contact to global culture as entrepreneurial and cosmopolitan individual; and (4) English as world's language that formed Spanish, Singlish, Chinglish, and other as language of diaspora, travel, worldliness, resistance or entertainment. The fourth point of Kramsch and Hua's concept has great relation to the issue being discussed. What is more, Tomalin (2009) claims that culture is the fifth language skill based on the reason that English is an international language and globalization.

The advantage side of using local culture in teaching EFL is to help learners to understand the idea better as every language has its specific vocabulary with certain features with the meaning bound to the culture as well (Khan, 2016). In line with that, Kramsch (1993) affirms that in learning, the learners' culture and foreign or target culture

must be placed side by side to support learners in understanding the foreign culture. Furthermore, Yassi (2017) advocates that inserting learners' local cultural context into EFL teaching and learning may give benefits for learners such as learners will be able to differentiate the harmful aspect of the target language culture context from their own local culture when learning English, local culture conservation, and positive impact for learners' integrity, also produce not only smart learners but also "noble character". What is more, he claims that putting together the learners' local culture and target culture can build and strengthen both learners' character and moral values in terms of protecting themselves from losing their origin character.

METHOD

This study aimed to consider EFL teachers' perception of integrating local culture in EFL teaching materials for Senior High Schools in West Papua Province of Indonesia. In terms of local culture, this study focused on the Papuan culture in West Papua Province.

The sampling of this study was constructed of EFL teachers from different Junior High Schools in West Papua Province who confirmed and agreed to be interviewed as source participants. There were 11 EFL teachers from 11 different Junior High Schools across five different regions out of seven regions becoming research participants, as can be seen in the tables below that represent the information of the schools and teachers.

Table 1. Data from the school.

<i>No.</i>	<i>Regency</i>	<i>School</i>	<i>Village</i>	<i>School's Code</i>
1	Tel. Bintuni	SMP Perintis Stengkol 3	Vodamneem	Bintuni 1
2	Tel. Bintuni	SMP YPK	Tanah Merah	Bintuni 2
3	Manokwari	SMP N 6	Wosi	Mkw 1
4	Manokwari	SMP N 2	Pardani	Mkw 2
5	Manokwari	SMP N 10	Amban	Mkw 3
6	Manokwari	SMP N 3	Kwawi	Mkw 4
7	Fakfak	SMP N 1 Kokas	Sekar	FF 1
8	Tel. Wondama	SMP N 1 (1)	Wasior	Wondama 1
9	Tel. Wondama	SMP N 1 (2)	Wasior	Wondama 2
10	Tel. Wondama	SMP YPK Aitumieri	Maniwak	Wondama 3
11	Kaimana	SMP N 3	Krooy	Kaimana 1

EFL teachers from two other regions, namely Manokwari Selatan dan Pegunungan Arfak, were not responding to this research. Therefore, no information can be displayed from these two regions as representatives.

Table 2. Data of English teachers.

<i>No.</i>	<i>School Code</i>	<i>Teacher's Code</i>	<i>Sex</i>	<i>Educational Background</i>
1	Bintuni 1	T/Bin 1	F	S1
2	Bintuni 2	T/Bin 2	F	S1
3	Mkw 1	T/Mkw 1	M	S1
4	Mkw 2	T/Mkw 2	M	S1
5	Mkw 3	T/Mkw 3	F	S1
6	Mkw 4	T/Mkw 4	F	S1
7	FF 1	T/FF 1	M	S1
8	Wondama 1	T/Won 1	F	S1
9	Wondama 2	T/Won 2	F	S1
10	Wondama 3	T/Won 3	M	S1
11	Kaimana	T/Kai 1	F	S1

Looking at the EFL teachers' data from Table 2 above, all teachers had equal educational backgrounds which was a First Degree in EFL Teaching, with the assumption that they have the same level of teaching skills and have known issues dealing with EFL teaching and learning.

RESULT AND DISCUSSION

The interview was conducted via phone after the interviewer and interviewee agreed with the schedule. The following tables represent the interview's conclusion with respondents' information about materials used, materials related to local culture, materials development, and problems.

Table 3. EFL Teaching materials.

No.	Teacher's Code	Teaching Materials
1	T/Bin 1	Even though the school has a teacher handbook, I have my materials, too. I usually get the materials from the Internet also.
2	T/Bin 2	We have the materials from the Educational Department, but I usually look for the materials from the Internet, too.
3	T/Mkw 1	Got the book from school.
4	T/Mkw 2	I use a book from Intan Pariwara and Internet.
5	T/Mkw 3	I have got the book from Educational Department, but I find from the Internet.
6	T/Mkw 4	I have my own materials, I got it from the Internet.
7	T/FF 1	Got the materials from Dinas Pendidikan and I also have it myself.
8	T/Won 1	I develop my own materials based on the book recommended, I look for materials from Internet mostly.
9	T/Won 2	I look for materials from Internet mostly.
10	T/Won 3	Got my own materials and look for from the Internet.
11	T/Kai 1	I got the book from the Educational Department, but I found it on the Internet.

The above table shows that sources or books that EFL teachers have vary. Some of them got the teachers' handbook prepared by their schools or Educational Departments, but most of the teachers got their teaching materials to be used. For their own teaching materials, they mostly used different books or got from the Internet.

Table 4. Materials related to local culture.

No.	Teacher's Code	Local Content		Papua Culture Need to be Included		Materials Modification	
		Yes	No	Yes	No	Yes	No
1	T/Bin 1		√	To help my students in EFL learning		√	
2	T/Bin 2		√	Contextual materials help my students.		√	
3	T/Mkw 1		√	Contextual materials help students.		√	
4	T/Mkw 2		√	To help students in EFL learning.		√	
5	T/Mkw 3		√	To help students in EFL learn to know local culture.		√	
6	T/Mkw 4		√	To help my students in EFL learn to know local culture.		√	
7	T/FF 1		√	To conserve/protect Papua culture, contextual materials help students.		√	
8	T/Won 1		√	To help students in EFL learn, to know and protect the local culture.		√	
9	T/Won 2		√	To help students in EFL learn to know local culture.		√	
10	T/Won 3		√	To help my students in EFL learning.		√	

11	T/Kai 1	√	To help students in EFL learn to know local culture.	√
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The data demonstrated that all the teaching and learning materials available did not have the local culture of West Papua. Thus, they needed to work extra on modifying themselves, whether simplifying the materials or developing support materials based on the local content, especially vocabulary related to the learners and daily use. Related to the insertion of local culture into EFL teaching materials, all teachers agreed. They believed it could help and support their students in learning English as a foreign language. Besides, they also agreed that by inserting local culture, students will understand West Papua culture and conserve the local culture, especially for the native West Papuan students.

The table below summarizes problems that EFL teachers faced from five different regions.

Table 5. Problems faced by teachers.

<i>No.</i>	<i>Teacher's Code</i>	<i>Problems</i>
1	T/Bin 1	Limited access to the Internet because of limited data, unstable Internet, limited books at school, sometimes blackout, limited self-development, I do not have a good printer.
2	T/Bin 2	Not enough sources, access to internet data is a bit expensive for me, not enough self-development, limited office tools and supplies (computer, printer, ink, paper).
3	T/Mkw 1	Limited English sources at school, unstable Internet, I have to buy my own internet data, limited self-development, I don't have my own printer and the printer was not working at school.
4	T/Mkw 2	Limited English sources at school, unstable Internet, I buy the internet data, limited self-development.
5	T/Mkw 3	Limited English sources at school, unstable Internet, I cannot to always buy internet data, sometimes blackouts, limited self-development, insufficient office tools, and supplies.
6	T/Mkw 4	Limited English sources at school, unstable Internet, I buy my internet data, sometimes blackout, limited self-development, I do not have a good printer.
7	T/FF 1	Limited access to the Internet because of limited data, unstable Internet, limited books at school, sometimes blackout, limited self-development, limited office tools and supplies (computer, printer, ink, paper).
8	T/Won 1	There are not enough sources for EFL teaching sources, I have to buy internet data, and the Internet is unstable, with blackouts sometimes, limited self-development, and limited office tools.
9	T/Won 2	Sources are limited, a bit expensive to always buy internet data, blackout sometimes, limited self-development, and limited office tools.
10	T/Won 3	Limited English sources at school, unstable Internet, I buy internet data, limited self-development, limited office tools.
11	T/Kai 1	Not enough sources for EFL teaching. I have to buy the internet data and the Internet is unstable, blackout sometimes, limited self-development, and insufficient office tools and supplies to support us.

DISCUSSION

The discussion part covered four big main issues based on the result of the study as follows:

Related to the Educational Background of Teachers

All EFL teachers have the same educational background, as in Table 2 above. This issue is important because by having the same educational background, it can be said that all EFL teachers in this study have an equal understanding of all EFL teaching and learning issues such as curriculum, syllabus, teaching methodology, classroom management, material development, students learning style, teaching media, and so on. Thus, they know what to do with their English classes.

Related to Teaching Materials

All EFL teachers have EFL teaching materials, even though there are various. As uttered by teachers:

- T/Bin 2 : We have the book as our teaching materials from the Regional Educational Department. However, I usually look for materials related to the Internet because there are many examples of English teaching materials there.*
- T/Mkw 4 : I have my own teaching materials, but I also look for related available materials on the Internet.*
- T/Won 3 : I have my own materials because I bought it from the store. Besides, I also look for additional materials.*

The explanation above can be concluded that although teachers already have teachers' handbooks as their teaching materials, they tend to make adaptations to their teaching materials. Adaptation or modification in language teaching is a common strategy for teachers to support their students in learning. This strategy is accommodated because teachers know that they have different kinds of students in their class, their students may have different English proficiency levels, and the students may have different backgrounds. As claimed by Brooks (1999), Harper and Jong (2004), and Tarman and Chigisheva (2017), cited in Raza (2018), teachers have to remember the diversity of their students in the classroom while explaining the materials.

Related to Local Culture

All EFL teachers agreed that West Papua's local culture needs to be included in EFL teaching/learning materials. They all agreed that local culture must be put into EFL teaching materials because it can attract and help students in English learning.

- T/Mkw 3 : I agree that local culture is inserted into English teaching because it motivates students to learn. Students are triggered to study English so that they can talk about them in English. Besides, Papuan students can conserve their culture, and non-Papuan students can understand local culture well. Consequently, I modify my materials by using simple sentences and vocabulary.*
- T/Won 1 : Yes, I think using local culture in teaching EFL is a good idea because I have tried several times to use local stories; I made a very short story for reading, and my students were enthusiastic and active in the class. They also spoke actively, although they mixed the language of Indonesian and English. Some of them just reply in very short and simple phrases, too. We do not have magazines, textbooks, or story books here, so I mostly look for the materials from the Internet to get ideas.*
- T/Kai 1 : Yes, I agree to mix the local culture into EFL teaching materials because I believe students will be motivated and triggered to study. Also, they will know more about local culture. For this, I modify my teaching materials to simplify or adapt to local vocabulary.*

Even though all teachers have materials, they modify them by simplifying the existence of teaching materials and preparing their own teaching materials with local content. They did this to support their students to understand the materials and learn quickly. This is because the available materials may not match the situations and the students (Byrnes, 2004 & Don, 2020 in Ahamat & Kabilan, 2022; Cunningsworth, 1984 cited in Marand, 2011).

All EFL teachers also agreed that using local culture in teaching EFL can support Papuan students' awareness and understanding of their culture. In contrast, non-Papuan students get more information and more understanding of local culture while learning a foreign language. As asserted by Rahman et al. (2022), Oktarina et al. (2022), and Aminullah et al. (2019) using local culture in EFL teaching materials can give more benefit to students such as aspects of students' psychology which affect their emotions and spirit in learning, retained the attention of students, reduced students' burden, enable students to communicate about them in English, and supported students in improving their English skills.

Related to Teaching Problem

All of the EFL teachers shared almost the same problems, which are (1) the limitation of sources available in their schools, (2) the limitation of internet access because they have to buy their internet data, which means they have to pay extra for them to search for their teaching materials, (3) the Internet is still unstable in these areas, (4) the condition of blackout is affected the internet access which caused the nonworking tower, (5) limitation in self-development as EFL teacher, and (6) limitation of office tools and supplies to support the teaching and learning process.

CONCLUSION

This study shows that EFL teachers agree with integrating local culture into teaching materials. Teachers believe that it positively impacts supporting students in learning English. This study also presents that teachers adapted and modified their teaching materials to suit their students using local content because the materials available do not contain West Papuan Culture. Besides, teachers are still experiencing insufficient resources, Internet, self-development, and other equipment needed to support them in teaching. Thus, books or any teaching materials containing West Papua culture need to be developed urgently to support EFL teaching and learning in this province.

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