

class with “in every Eid Mubarak normally, Muslim has special events or customs in celebrating Eid Mubarak Day, it depends on our family and culture in our environment”, than she gives the example of Indonesian custom in Eid Mubarak celebration “during celebrating Eid Mubarak, some people must wearing white clothes, in somewhere else it is not a must to use it, somewhere else they wear new clothes”, than she make a conclusion from her explanation “every country or region has own way to celebrate Eid Mubarak Day”.

Then, to begin the main lesson, she gives an example of the procession to do Eid Mubarak that generally did by Indonesian “in the morning we must go to mosque, then pray together, Afterword respect the eldest by *sungkem*, usually people like to *sungkem* with their family first, then we have to finish the kind of custom *sungkem* to our nuclear family like Grandma, uncle, aunty, etc., then go to the extended family then go around the neighbor to apologizing each other.”

After that she said “over here we have to see how people around the world celebrating Eid Mubarak Day”, than continue with giving additional information about Muslim population in the world, like in india, Muslim population called by *Mughal*, etc., “and now days all of them are happy in welcoming Eid Mubarak Day, include Indonesian

Muslim.” Then, she guides the participants to watch video entitled Eid al-Fitr around the world.

While watching the video, Ms. M lets participants to express their opinion about some pictures on the video by pausing the video in each ceremonial Eid al-Fitr in every country and let them discussed some customs that found from video and compering with Indonesian customs in celebrating Eid Mubarak, then engage the participants’ experience in celebrating it then share to all classmate. The tutor always gives a lot of chance for participants to express whatever they know beyond the video about that topic.

For example, Iraq people Use black suit when celebrate and pray Eid al-Fitr, then compering with participants’ customs. One of participant said that “black suit means someone in sorrow”, the other participants receives that “whatever they used in celebrating Winning Day, they have own philosophy.”

The video showed many things about celebrating Eid al-Fitr, such as serve special foods, places to pray sometimes in yard or mosque and the way to celebrate, wearing special clothes some country usually use Jubbah for special religion day but somewhere else wearing formal suit, and somewhere else just wear a polite clothes; like most of Indonesian

used *Koko* clothes or we called *Taqwa* clothes, some country usually wearing rimless cap or *Taqiyah* or *Kopiyah*, or Turban.

One of participant suddenly tells the history of special suit for Winning Day, the tutor gives him time to tell it. He said that the customs of wearing Turban is from Saudi Arabia because the weather at that place is hot, it was imitated Indonesian view years ago when a lot of Arabian trading in Indonesia, and also *Koko* cloth is imitated from Chinese; the shape is like Chinese clothes when they celebrating special day; so that we call it *Koko* cloth because *Koko* is nickname to call Chinese in Indonesia.

The other participants argue that it has correlated with the history of *Wali Songo*, one of *Wali Songo* member named *Sunan Ampel* in Surabaya is from Champa – Cambodia; it is one of Chinese group, named *Ceng Ho*. The other participant said that trend Sarong in Indonesia is from Nepal. It became an interesting discussion, caused all participants active in the class and shares their experiences and whatever they know under the topic being discussed. Finally, a participant conclude that “whatever we wear in celebrating special day, we should close *aurat*,” it the end of discussion, and go on to the next activity.

Then, the tutor asks to the participants “what we have learned from the video so far?” all participants answer it one by one, they are “cultural diversity, customs of celebrating Eid Mubarak, Tradition of celebrating Eid Mubarak, Specific food in Eid Mubarak” while the tutor write down it on the whiteboard.

Afterword, the tutor divided participants into two groups, each group consist of 3 participants. On the white board the teacher already written six topic around celebrating Eid al-Fitr, they are (1) favorite foods in Eid Mubarak Day, (2) favorite Events in Eid Mubarak Day, (3) favorite activities Eid Mubarak Day, (4) favorite place to visit in Eid Mubarak Day, (5) unforgettable moment in Eid Mubarak Day, (6) unforgettable experience in Eid Mubarak Day. Then, the tutor gives each group a dice; a dice has six side; every side written 1 up to 6. After that, participants should throw the dice once, if he got number 4 so he should tell the story based on the tittle number 4. All participant telling their story based on their life while improve their speaking capability.

For example a participant got topic number 6 “unforgettable experience in Eid Mubarak Day”, so she has to tell what the unforgettable experiences are in Eid Mubarak Day Then she said “my unforgettable moment in celebrating Eid Mubarak Day is when I celebrate it in Wonosobo, the amazing experience is the way people in Wonosobo

because now is gadget era, Indonesian was more open mind in technological aspect”

Second participant said “most of Indonesian is consumptive; the better one is if they create something new that can separated widely on the wide world by putting some Indonesian identity on that innovation”

Third participant argue “Indonesian are enthusiastic to follow something from western”

Fourth participant “nowadays Indonesian becomes *Cyberholic* (a person addicted to the Internet), they want to play that game because they know the euphoria of that game on the wide world, then they interested to try how to play it, so as internet consumer they are enthusiastic to know the newest thing in technological development”

The tutor engages participants to criticize the phenomena in Indonesia as Indonesian. She conclude the opinion “Indonesian as creative society take some benefit from that chance (Pokemon Go phenomena) to develop their business, after that she asks their idea about innovation in the technology era and discuss it.

The first participant begin with this statement “this game benefiting many sector of other business, transportation business, (grab taxi, Go-ojek) the Pokemon catcher ask help from them to catch Pokemon in places around the city, and also the store business they use Pokemon

That video is about smoker child one a half year old from Sumatera, the video showed that child smokes like gentleman and his parents let him to smoke in front of them. On that international news showed that his behavior and words seems like adult. That boy has an acute addicted towards smoking; he can smoke two packs of cigarette in a day. On that news the reporter said that “Indonesian national children commission had cared their attention to the kid,” but why this phenomenon happened again and again, means it need a lot of attention.

Many times tutor plays the video, after that, all of them answer the question based on the video watched. Then tutor asks a question to participants to discuss it “what are your opinion about that news? You can share your idea each other, it is really unique phenomenon, because how come the kid who is still drinking a bottle of milk can blow the smog very well like a gentlemen? Who teach it? It base on the family or environment where does he life as well, any idea?”

One of participant argue “the main influents is from his parents who educate him until can smoke cigarette, because based on the video, we know that the parents let him to smoke, they are not worry about it, we know that there are no morality if the kids had smoke, there is no values of life for smoker kid”

Other participant continuing that argumentation “even though there is warn in the pack of cigarette that “*merokok membunuhmu*” and the

tutor said “at Darmo street, there many couple there, and there are many flower, what place is it?” so participant who answered it well by “Bungkul Park” he should spell that word “B (bi) U (yu) N (en) K (key) U (yu) L (el) P (pi) A (ei) R (ar) K (key).”

Afterword, they did speaking activity. The participants asked to act as customer and officer at public services. From all 30 participants, 8 of them become officers and the remaining is customer.

The game is “Find Your Match”. The role is for customer gave a paper which has some word that clued to come to the right officer. For example on the paper written “the nearest tourism place in Surabaya”, from that sentence we should find the tourism officers. Participants should ask politely like “excuse me, could you tell me the tourism place in Surabaya” to all officers one by one until find the right officers. If they come to the wrong officer, he will answer that the customer come to the wrong officer, then the customer will go around to find the match officer, after they find out the right officer both of them will make some conversation around the topic, for example if the costumer find the Surabaya tourism officer then they will talk about some tourism attraction in Surabaya.

showed from the chosen topic. Both topic celebrating Eid Mubarak Day, phenomenon Pokemon Go, problem of smoking Children, public services, or Indonesian Independence day celebration are not only chosen because they are some newest phenomena but also chosen by appropriate moment. Like Eid Mubarak Day and Independence Day are chosen as topic to discuss because at that time Indonesian welcoming that occasion, while phenomenon Pokemon Go chosen because it is newest issues which all Indonesian from youngsters until adult enthusiastic to do that game, and smoking children chosen as topic to discuss because at that time many problem of children turning up in mass media when Indonesian celebrating National Children Day, then Public Services chosen as a topic is because the tutor wants to integrate Indonesian hospitality in serving guest or visitors.

From those purposes of discussed topic, researcher also analyzes what values that integrates in every meeting. Underlined that nationalism values actually is an abstract learning,²⁵ occasionally they were unwritten, however sometime those values did everyday then reputed as good customs by people surrounding certain environment and life values and values of *Pancasila*. Thus, here, researcher analyzed which was guided by table of values that mentioned in the part review of related literature above and daily life values. All values which integrated in learning activity will mention below on the next part.

²⁵ Dewi Murni, Riau Wati, *Pembelajaran Bahasa Inggris Berbasis Kearifan Lokal* (2013), p. 25, <http://riset.umrah.ac.id/wp-content/uploads/2014/04/PEMBELAJARAN-BAHASA-INGGRIS-BERBASIS-KEARIFAN-LOKAL.pdf>, accessed 29 Apr 2016.

A participant said “it may be affected from environment, or technology, or imitated the people around them.”

Then tutor showed a video That video about smoker child one a half year old from Sumatera, the video showed that child smokes like gentleman and his parents let him to smoke in front of them. On that international news showed that the behavior and words seen as adult. That boy has an acute addicted towards smoking; he can smoke two packs of cigarette in a day. On that news the reporter said that “Indonesian national children commission had cared their attention to the kid,”

Then tutor asks a question to participants to discuss it “what are your opinion about that news? You can share your idea each other, it is really unique phenomenon, because how come the little kid who is still drinking a bottle of milk can blow the smog very well like a gentlemen? Who teach it? It base on the family and environment where does he life as well, any idea?”

One of participant argue “the main influents is from his parents who educate him from born him until can smoke cigarette, because based on the video, we know that the parents let him to smoke, they are not worry about it, we know that there are no morality if the kids had smoke, there is no values of life for smoker kids”

Other participant continuing that argumentation “even though there is warn in the pack of cigarette that “*merokok membunuhmu*” and the sickness had captured on front of pack, it attention less by people”

Next participant said “this news should be show less on the media, because more blow up on media the news will got many attention and people will more anxious on that news, then many people will watch that video, it is afraid if the consumer of that video is children, then it will influence the

From the observation did from June until August 2016, here the local cultural values integrated in learning activities that agreed with table of local cultural values which researcher mentioned above (at chapter 2) they are:

- Respect and tolerance among followers in a religion or different religions; value number 3
- Liberty to worship based on the religion or; value number 4
- Recognition of human prestige and dignity; value number 5
- Upholding the humanity values and have to receive fair treatment as human beings; value number 7
- Love to the homeland and the nation, as well as willing to sacrifice on the nation importance; value number 8
- Recognition the diversity of tribes and culture and simultaneously develop the national unity; value number 9
- Indonesian as societies and citizens have the same status, rights and obligations; value number 11
- Love both material and spiritual of the nation's progress and development; value number 18
- Togetherness; value number 19
- Kinship; value number 20
- *Sungkem* (show respect by kneeling and pressing face to another eldest knees.), shaking hand, and kissing parents' hands; value number 21
- Respect diversity; value number 28

- Appreciating each other; values 29
- Empathy; value number 33
- Mercy; value number 34
- Decorous; value number 35
- Indonesian belief and god-fearing to God Almighty based on each the religion and beliefs on the basis of fair and civilized humanity; value number 37
- Do not impose a religion and belief in God Almighty to others; value number 42
- Recognizes equality, equal rights and obligations of each human right, without distinction of race, descent, religion, creed, sex, social status, and so on; value number 44
- Develop mutual love as a human; value number 45
- Developing mutual tolerance and *tepa selira*; value number 46
- Develop the non-arbitrarily attitude to others; value number 47
- Upholding the humanity values and having to receive fair treatment as human beings; value number 49
- Developing the pride of having national and fatherland Indonesia; value number 57
- Developing unity of Indonesia on the basis of Unity in Diversity (*Bhineka Tunggal Ikha*); value number 58

- Love to appreciate the others creation that are beneficial to the progress and prosperity; value number 60
- Do not allowed to impose the own desire to others; value number 61
- Developing a noble deed, which reflect the attitude and atmosphere of kinship and mutual cooperation; value number 71
- Maintain a balance between rights and obligations; value number 73
- Hardworking; value number 79
- Unity is being the core values of Indonesia that accompanied togetherness and family principles; value number 82
- Tolerance / Respect; value number 83

From the local cultural values mentioned above, researcher conclude that there were 32 values integrated in learning activity as long as researcher did the observation in the Rumah Bahasa at Wonderful Weekend class and Ms. M class with selecting materials contain the local cultural norms and values (way number 1), exploring and discussing materials in some topics by inserting some cultural values(way number 3), and giving the lesson suitably with students' live contexts and the custom in the students' environment(way number 4). The values integrated were balanced both daily life and *Pancasila* values.