CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter focuses on two aspects; they are research finding and discussion. What to present on research findings are the results of analyzing the process of integration local cultural values in learning activity at *Rumah Bahasa*. On the other hand, what to present in discussion is inserting local cultural values in melting pot paradigm as reflected learning activity at *Rumah Bahasa* and kind of local cultural values integrated in those learning activities.

A. Research Findings

1. Local Cultural Values in Language Learning

a) The Teaching and Learning Process at Rumah Bahasa

The duration of teaching and learning at *Rumah Bahasa* is around 90 minutes per meeting. English class open every day, both "on the spot" class or "fix" class, so participants will easy to find class to study English. In "on the spot" class the participants were someone who came to *Rumah Bahasa* to study English whoever they are, for "fix" class the participants were someone who have registered and the name listed on the certain class, so the participants are permanent.

The duration for "club Wonderful Weekend" class is around 150 minutes, begin at 10.00 until 12.30. In every meeting discussed a popular

topic by using all language skill (speaking, reading, listening, writing), but the favorite activity is related to speaking skill, like discussing, giving opinion, telling something, or something that related to psychometric activities.

For materials delivered in the class were regulated and standardized by syllabus, but as acknowledgment of Ms. M that as a tutor she gave liberty to choose material out of the syllabus that still suitable with the participants' need. But, the underlined role was prohibited to teach TOEFL, IELTS, TOEIC, etc., because those materials have a license, *Rumah Bahasa* did not build cooperation with that institution. Tutors only permitted to teach like grammar material that usually turning up in TOEFL or IELTS examinations.

".... Kita <mark>ada silabus, kemudia</mark>n waktu interview saya diperkenankan untuk, ee... di perkenankan koordinator untuk mengajar di luar silabus namun tidak boleh IELTS, TOEIC, TEP, ITP. pokoknya bahasa Inggris kusus gitu nggak boleh, bahasa inggris yang ee.. yang lebih meru.. merujuk kayak bahasa inggris maritim itu nggak boleh, bahasa inggris untuk persiapan keluar negeri IELTS nggak boleh, karena bahasa Inggris seperti itu punya lisensi, lisensi kalo IELTS itu, even not mistaken itu British Council kalo nggak IALF, kalo TOEFL itu lisensinya ETS English Test Store, kalo bahasa inggris bahari itu ada lisensinya ada copyright, copyright-nya itu IMO International Maritime Organisation, kalok sampek, nah itu kan nggak kerja sama dengan Pem kot (Pemerintah Kota), kalo sampek di ajarkan kepada participants, yang kemudian ada ee.. salah satu participants yang bekerja di tempat lain, entah itu wartawan atau jurnanilis dan mem-blow up nya media massa nanti yang kena kan sini. Jadi ee.. istilahnya 'kok nggak ijin', ini kan kalo mau tes ee.. kalo mau ngelatih TOEFL kan bagian nya sini bagiannya British Council, bagiannya ITS,

kok nggak ada lisensinya, wahh.. ini curang ini, maksudnya ee.. ndak.. nggak.. kerjasama. Yaa.. kita nggak bisa ngajari itu, tapi kita bisa ngajari grammar biasa digunakan atau yang biasa muncul di soal-soal seperti itu (TOEFL, IELTS TOEIC)...."

As result of the researcher's observation, the main purpose of learning activity in "fix" and "on the spot" class is improving the participants' skill in communication aspect while make stronger their grammatical, writing, or reading skill. On the other hand, "club Wonderful Weekend" class is like a club to study together in particular topic with underlining to improve the participants' communication skill while discussing or criticizing particular issues that happening in Indonesia or on the wide world, the purpose is to know well what happen around us and how posturing it.

Tutors usually guide participants to study with fun activity. Let students to enjoy the class and express whatever they know about the topic being discussed. So the learning process will be not like studying in the class with tutor, but it is like studying together with friends. Indeed, the teaching and learning process will be is depends on how the tutor and participants build the communication in the classroom.

b) The Indication of Inserting Local Cultural Values in Melting Pot Paradigm in language learning

There were two classes observed by researcher. They are "club Wonderful Weekend" class and an "on the spot" class that handled by Ms. M, researcher indicated that those two classes applied local cultural values in melting pot paradigm to learn language. The topics were being discussed at those classes were around social phenomena, popular issues, cultural phenomena, culture in modern era etc. The materials were like Indonesian festival celebration, Surakarta tragedy, Ramadhan around the world, cross culture, birthday celebration around the world, Eid Mubarak around the world, Tobacco international day, LGBT, etc. As Ms. M said when researcher interviewing her:

"....seperti waktu pas ada parade bunga kemarin (in front of Surabaya's House of City) nah parade bunga kemarin topiknya kan itu kelas saya sendiri, waktu parade bunga kelas on the spot, topiknya tentang ulang tahun Surabaya, nah.. di ini di kelas itu saya play kan video semacam paway begitu, kan parade bunga gak hanya di Surabaya, di Jember juga kana ada parade parade apa itu yang di jember itu, "iya.. parade busana atau apa sih, kaya gitu lah" .. heem.. itu sebenarnya gak Cuma di Indonesia saja, khususnya di daerah jawa timur Jember Surabaya, tapi juga ada di Negara lain gitu, yang di Indonesia juga sudah termasuk di situ. Jadi awal pembelajarannya aku stelin video, aku download video, ee.. macem-macem pawai yang ada di beberapa Negara, seperti Thailand, Brazil, brazil itu biasanya tarian-tarian cabaret dengan baju-baju yang glamour begitu, kemudian di video tersebut ada teks nya, tapi bukan berarti participants nya mendengarkan bukan, tapi participants nya baca text gitu, apa yang terjadi dan apa yang dilakukan di pawai tersebut, itu udah include mbak...'

"... di hari sabtu pagi itu saya ikut kelas gabungan (Wonderful Weekend class), jadi hanya beberapa tutor bahasa inggris yang ikut di kelas tersebut, sabtu pagi jam 10.00 di kelas club Wonderful Weekend, nah di situ ee.. yang di bahas bukan ee.. apa ya namanya... bukan grammar bukan reading.. enggak, tapi kita punya topic, topiknya ya culture, culture ramadhan around the world gitu gitu, terus semacam memperingati tobaccos International day, hari tembakau internasional, nah disitu kita tidak hanya belajar bahasa tapi juga culturenya juga, seperti yang ee.. topic beberapa bulan yang lalu topiknya itu LGBT, jadi topiknya itu LGBT jadi kita discuss dengan participants..."

Furthermore, the tutor engages participants expressing their opinion about the topic being discussed. They perceive the discussion with their own perspective and comparing with their environmental attitude. Like this tutor's explanation about a learning activity at Wonderful Weekend class when the LGBT issue turning up in Indonesia:

"... seperti ya<mark>ng ee.. topik b</mark>eberapa bulan yang lalu, januari kalau gak salah, itu LGBT. Jadi topiknya LGBT itu kita discuss dengan apa namanya... dengan participants yang ada di situ, dan ee.. activity sebelum belajar kan kita ada warming up activity, warming up activity kebetulan ice breakingnya pada waktu itu yang megang saya, itu saya ajak nonton, participants saya ajak nonton film pendek LA lights tentang LGBT, jadi indie movie itu yang di seponsori oleh LA lights, mengadakan seperti perlombaan film pendek, namun filmnya itu film nasional karya anak bangsa, jadi yang main di situ, pemainya di situ itu masih para muda, karya karyanya para muda, nah itu yang menangmenang di upload di Youtube, itu saya download kemudian saya bahas dengan participants, jadi kita nonton bareng film film tentang LGBT, film tentang transgender juga, namun film itu film indonesia, jadi culturenya biar masuk, biar bentrok, biarin, emm.. entar liat liat apa.. liat apa namanya.. pemikiran mereka bagaimana, ya pastinya kan soalnya participants nya kan juga udah adult, udah bias mikir.... ya a pastinya nanti ada sesi diskusi...."

"....pada waktu itu listeningnya adalah ini apa.. LGBT itu disahkan oleh PBB, PBB entah, saya lupa entah.. entahlah hukumnya itu ada human rights nya nomor berapa saya lupa, kemudian setelah listening di bawa ke speaking, jadi tutor listening ada sendiri, pada waktu itu kan saya pegang ice breaking yang film itu, tutor listening ada sendiri, setelah listening tentang ini.. tentang human rights nya LGBT yang di sahkan oleh PBB, kita bawa ke speaking, speaking nya ada tutornya sendiri,(lalu) debat...."

Besides, the tutor guided the participants to look at what happening around the world than let them to criticize it based on participants' live contexts and custom that is always occur in their environment.

Moreover the participants interested on discussing some popular or something happened around them. The process of learning activity was not only discussing particular issues, but also sharing opinion in facing those issues and giving suggestion how to fix the problem turned up caused by those issues. Thus, in that classroom the main material blended with some cultural values that brought by participants from their daily live, because actually the values were cannot to be separated from the personality itself.

2. The Learning Process with Inserting Local Cultural Values in Melting Pot Paradigm

The learning process with inserting local cultural values in melting pot paradigm was like discussing cultures in modern era about "Flower Parade" and *Rujak Uleg* festival in Surabaya by showing a video about parade around the world than comparing with Surabaya's Parade. Or under the topic LGBT (Lesbian, Gay, Bisexual, Transgender), the learning activity was like debating

that topic by dividing the participants into two groups, then they will debate as international people and Indonesian, as international people group they have license from PBB (Perserikatan Bangsa-Bangsa) about the LGBT legality and for Indonesian group they opinion based on the Indonesian morality and customs, so they debated the positive and negative aspects on LGBT phenomena. From those examples here researcher will completely explain the finding of study conducted by direct observation to the field, interview, and documentation:

a) First Meeting

This observation did at June 29th, 2016. The topic is Eid Mubarak around the World, this topic discussed because at that time al Indonesian muslim will be welcoming the Eid al-Fitr, so it is really appropriate to use that topic to involve participants' gladness in facing Eid al-Fitr. There are 6 participants in a class; the class begins at 13.00 until 14.30.

1) Learning process

On the occasion counting down the day to Eid al-Fitr Mubarak, the tutor, named Ms. M, choose to give the material entitled Eid Mubarak around the world. As usual, learning activity divided into three section, they are opening, main lesson and closing.

On the opening section, the tutor gives some explanation about what are the material will be delivered in the class. The tutor opens the

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 conclution 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 peple 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 usualy 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

apologizing each other were by all society had to go out from their house than stand in a line on the main road of village, so the line is very long, than one by one shaking hand to the next people beside them, they will shaking hand until the end of the line, it means that each person asking for apologize to all neighbor by doing that activity"

2) Local cultural values that integrated in the English learning process

From the topic discussed, implicitly the tutor wants to integrate some local cultural values, they are (1) respecting each other both fellows in a religion or different religion, because actually the tutor was non-Moslem but she tries to discuss this topic to the participants whose most of them are Moslem, (2) tolerance in a religion or in different *madzhab* (ideology) in some aspect such as the way to pray, the way to wear cloths to celebrating Eid al-Fitr, (3) recognizing the liberty of worshiping based on *madzhab* that they choose, (4) recognizing towards own culture and customs in celebrating Eid al-Fitr, (5) the story which shared by participants was reflected that they proud and love of their habitual and customs in celebrating Eid al-Fitr.

b) Second Meeting

This observation did at July 22th, 2016. It was a reading activity with a text from The Jakarta Post, July 18th 2016, entitled businesses use 'Pokemon Go' to lure players, the text attached on appendix. The reason why tutor choose this text to be a learning material is because at that time the game 'Pokemon Go' is booming in Indonesia and all people from the youngers until adults are being fever in 'Pokemon Go'. There are 5 participants in a class; the class begins at 10.00 until 11.30.

1) Learning process

In the opening section, the tutor open the class by giving explanation about what will learned in the class, the teacher ask to participants "what do you think about 'Pokemon Go'?" then participants answer in various "new game, booming game, exploration game, etc"

Afterword, the tutor displays the text on the whiteboard with projector and read part by part, then asks to the participants "is there any difficult word?" if participants know all the meaning of words then ask them to take the point of that paragraph.

After understanding all the text, the tutor asks participants to share their opinion about the fever of 'Pokemon Go'. Participants answer one by one, first participant "Nowadays, the mentality of Indonesian began to attract the new interesting thing especially the newest thing or something boom on the wide world that can play from gadget or smartphone,

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, Goojek) the Pokemon catcher ask help from them to catch Pokemon in places around the city, and also the store business they use Pokemon

fever to attract customer with serve discount for customer who catch Pokemon."

Other participant argue that "this issue turned up by media to cover the issue of attendance 10 million of Chinese employee which actually will take the significance impact for Indonesian market and company, for unemployment it will become a big rivalry in productivity aspect. Moreover, strengthen of national identity and culture should be paying attention while many foreigners come to Indonesia. So, 'Pokemon Go' transferring that issue then becomes less attention. It is the big effect of mass media"

2) Local cultural values that integrated in the English learning process

The tutor said that, she want to try use topic to observe how the participants criticize this phenomenon in modern era then comparing with the developing culture and customs in their environment. So, the local cultural values that integrated in the classroom are (1) supporting the nation development, showed from all participants agree if every Indonesian known well how to use smartphone or the newest technology, but it should be classify which technology has more benefit for our nation or persona itself, (2) being an integrity and balance society, it is the character of socio-cultural society, by follow the development of era

Indonesian will be advance nation, (3) follow the modernism without leave the Indonesia identity behind.

c) Third Meeting

This observation did at July 25th, 2016. It was a speaking activity with a news video took from Youtube, entitled 'Indonesian baby on 40 cigarettes a day'. The reason tutor use this video becomes a material to be is because two days ago at July 23rd 2016 was national children day celebration. The participant invited to take a look at the development of Indonesian children phenomena. There are 14 participants in the class; the class begins at 13.00 until 14.30.

3) Learning process

The tutor asks participants to introducing their selves one by one. Opportunely, one of participant is an employee at one of social agency which focuses on kids, non-government organization, in Surabaya. After all participants introduced, tutor said "I am interested when Mr. J introduce himself as an employee at kind of social company that focused on children".

Afterword, she explains the topic that will discuss "Because nowadays there are some negative issues related to kids' development", she gives additional information that July 23rd is National Children Day

"last two days we celebrated Indonesian children days", "so, based on news nowadays, what is your opinion towards the young generation, or do you have opinion about young generation?"

A participant said "immoral, many children did not get moral education well"

A participant from social agency argues "nowadays, Youngers especially in age 15-17, they have not married yet but have pregnant, then aborted it, or some of them married by accident"

Other participant said "smoker children"

Other one said "fake vaccine"

Other said "most of children getting game fever"

The other said "obesity of 10 years old child"

After that, the tutor said "From this phenomenon, how do the parents educate their children?" "How do the Indonesian parent, especially in the low income, they leave in the village near to field, educate their children, because not all parents educate their children well"

A participant said "it may be affected from environment, or technology, or imitated the people around them." From that argument, the tutor specifies the topic, it is smoker children. The tutor said "before we watch this video, I want to say, it is really interesting because in this class there is an employee from social agency, so they know well about this topic actually."

The tutor explain that "this news is reported in English by western, but that phenomenon happened in Indonesia, it means this news have separated widely in the wide world" while she gave each participant some question on a paper, hopefully the participant can think critically towards the news going to discuss, said the tutor when the researcher interviewing her. Then they watch the news video together.

1. The kid lives in Central Java		
a. True	b. False	
2. The boy started to smoke when he was 18 months old		
a. True	b. False	
3. The boy has an acute addicted towards smoking		
a. True	b. False	
Reason:		
4. How many packs of cigarette that the boy can have for a day?		
5. The Indonesian national children commission hadn't care their attention to the kid		
a. true	b. false	

4.4 The Example of Short Question

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

sickness had captured on front of pack, it had been less attention by people"

Next participant said "this news should be show less on the media, because if it more blow up on media the news will get 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 other kid to smoke imitated that video, so it is not necessary to blow up the news on the media widely"

The other participant continuing that argument "more strange is more famous, moreover people on the video are lived in the village that educate less. So, they will proud when their child become famous."

The discussion more interesting, a participant also said "may be, that kid lives in the smoker area, so, that child want to do so, it influence by adult ability around him"

Other participant argue "people who addicted on cigarette are prefer to buy cigarette than a health food"

The tutor concludes participants' argumentation to discuss next question "I believe that all people were disagreeing with smoker kid, now I want to hear your opinion about the parenting? What should the parents do?"

A participant directly receive it "parents should be aware about the dangerous of cigarette for children, so the parents should be smart"

Other participant also argues that "in the reality, people who live in the village, actually they are not paying attention about the growing of the children, but they just focused on how to get much money, because they are in the low income. According to me, even I don't know how the government do their job, but the government should be pay attention how to educate the parents and the candidate of parents, it is related to KUA (Kantor Urusan Agama) also, they should consider which couple appropriate to get married, if the couple appropriate to get married, so they got permit to merry."

The other said "if the parents want to smoke, don't show it in front of the child"

An employee from social agency said "the kid on the video should be rehabilitated, because when he grow up to be teenager, they will influencing their friend even though they will be antisocial, for parent should be punish who let the child smoke."

Then tutor conclude that discussion and close the meeting "hopefully this topic will be useful for us, it is not only interesting topic but also we can have something to be learned while we can practice our English"

4) Local cultural values that integrated in the English learning process

This is a fact that should be facing Indonesia because the lack equal of education in some region. The tutor invited participants to look at the reality of Indonesian who live in the fringe area; this phenomenon showed us how they grow their child. The local cultural values that integrated in the classroom are (1) humanity principle; all participants agree if smoking is not good for people moreover for child, it is contradiction with the national customs, (2) normative values, based on the norm smoking children is impolite, (3) Indonesian unwritten customs values, normally it was really strange when we look at the smoke children, we will think that the parents did not care to their child.

d) Fourth Meeting

This observation did at July 30th, 2016. It was speaking, reading, and listening activity, entitled 'Pubic Service'. It was club Wonderful Weekend class so there are 7 tutors and 30 participants in the class; the class begins at 10.00 until 12.30.

5) Learning process

To open the class they have brain storming by guessing the clues about public service in Surabaya then spell the name of it, for example Bungkul park, Achievement park (Taman Prestasi), Juanda airport, etc. Or guessing some clues then aswer the right public place, for example 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.

After doing that activity, it is time to give feedback. Then watching video about" how to serve customer when you are being a public officer" the video spoken in English, participants asked to keep attention to the video then criticize it at the end of video about "How to be a good customer and how to be a good officer?" Participants divided into five groups, each group should answer that question around 3 up to 5 answers, then demonstrate and explain it in front of the class. For example:

Table 4.1

How to be a good Officer and Customer

How to be a good officer	How to be a good customer
Polite	Polite
Give complete information to customer	ask clearly
Don't speak too fast	Calm voice
Hospitality	Respect the officer
Explain clearly	Don't wrecking the facility

Afterword is reading section. In this section, participants given two papers, they are letter, one of them is from customer, and the other is response from the officer. Tutor ask participants to understanding it than analyze the type of that letter and the attitude within the letter written. The example of that letter attached on the appendix.

6) Local cultural values that integrated in the English learning process

The material which discussed in this meeting was local public services. The tutors try to promote the public services around Surabaya that can be visit, so hopefully participants prouder to have that public services and proudly tell it to other people especially from other region. The local cultural values that integrated in this classroom are (1) Surabaya society should be pride of own local (Surabaya) inventory, (2) Develop the non-arbitrarily attitude, should be polite to everyone including to someone who serve us, (3) reflecting the Indonesian hospitality to serve everyone around us.

The participants whose joining the English class at *Rumah Bahasa* definitely wants to improve their English, they want to speak English fluently in any purposes. Here the output of learning process from those five meeting:

a) More Fluent and Confidence in Speaking English

The main purpose of *Rumah Bahasa* is to improve the speaking ability in international language. Supported by tutors in good quality definitely, for someone who learned language in *Rumah Bahasa* got improvement in speaking or communication ability, included club Wonderful Weekend and Ms. M class.

Usually the activity is speaking or listening, those two skills are prior in communication aspect. The material delivered in English, so step by step communication skill of participants improved.

In every meeting tutor always ask participants to speak up and share whatever they know even they were not good in speaking English or they did know how to said that in English, but the tutor absolutely will help it, the point is they brave to speak up in the class, and also the class managed like studying together, it was not like teaching learning between teacher and students. Moreover, the material covered in fun activity, so the participants enjoyed the class.

b) Open Minded

At those classes, usually tutors gave material based on what is happened around society or what is popular around environment. So, the participants open mind to criticize it.

On the other hand, the participants are adult, so it was really suitable to use some popular issues becomes learning material, as Ms. M said that "because my participants is adult, so it was really interesting to discuss with them, because they were from some background of job, so they will criticize the topic based on their understanding or based on their viewpoint."

Factually, participants were confidence to show up their idea and share to other participants, each of them has different view point, so the

discussion was really interesting, the usual material become an interesting topic to discuss because participants active to speak up. Indeed, the class was not only to improve English, but also make every participants open minded to everything around them.

B. Discussion

1. The Insertion of Local Cultural Values in Melting Pot Paradigm as Reflected Learning Activity at *Rumah Bahasa*

a) The Evidence of Integrating Local Cultural Values in Language Learning

Language learning was always accompanied by culture, both culture within the language itself or culture where the language learned. Thus, language teaching actually a way to maintaining the national identity, in other word it was a strategic effort to maintain human culture. It will much beneficial to insert the local cultural values and norms in the practice of English teaching, because there were difference moralities between Indonesia morality and western morality (English as language from western). As language learning and teaching at *Rumah Bahasa*, at club Wonderful Weekend class and Ms. M class, were usually tried to integrate local cultural values by use some popular issues which happened in Surabaya or Indonesia even international which kept attention by Surabaya society. As Ms. M said when researcher interviewing her:

² Sudartini, "Inserting Local Culture in English Language Teaching to Promote Charecter Education", p. 17.

¹ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 86.

³ Z. S. Nainggolan, *Pandangan Cendikiawan Muslim*, p. 164.

"....seperti waktu pas ada parade bunga kemarin (in front of Surabaya's House of City) nah parade bunga kemarin topiknya kan itu kelas saya sendiri, waktu parade bunga kelas on the spot, topiknya tentang ulang tahun Surabaya, nah.. di ini di kelas itu saya play kan video semacam paway begitu, kan parade bunga gak hanya di Surabaya, di Jember juga kana ada parade parade apa itu yang di jember itu, "iya.. parade busana atau apa sih, kaya gitu lah" .. heem.. itu sebenarnya gak Cuma di Indonesia saja, khususnya di daerah jawa timur Jember Surabaya, tapi juga ada di Negara lain gitu, yang di Indonesia juga sudah termasuk di situ."

From those conversation with Ms. M proof that it was really possible to inserting local cultural values in learning language (education) by discussing cultural activity like *Parade Budaya* that happened once a year. Thus, the learning purpose is not only to improve the language competence but also increasing personality awareness of local cultural interest. It also proof that the Slamet Sutrisno's (1988) statement "education was fortifying the cultural values," was really true, by always improving cultural awareness while learning language or other knowledge, it will be accelerate the national education goal, it is sense of national cultural awareness.

Usually Wonderful Weekend class have special occasion to discuss some topic beyond English material like cultural issues or popular issues such as LGBT or Ramadhan around the world, etc.

"...kita punya topic, topiknya ya culture, culture ramadhan around the world gitu gitu,, terus semacam memperingati tobaccos International day, hari tembakau internasional, nah disitu kita tidak hanya belajar bahasa tapi juga culture-nya juga, seperti yang ee.. topik beberapa bulan yang lalu topiknya itu LGBT,..."

⁴ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 99.

⁵ Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, *Pengembangan Pendidikan Budaya dan Karakter Bangsa Pedoman Sekolah*, p. 7.

It showed that *Rumah Bahasa* not only engage participants to learn language but also practicing it by some popular issues to improve their nationality awareness, aware of something happened around them, then have a good way in posturing towards that issues. It actually not too difficult for Indonesian to posturing everything new because of the development of era, it is because since in the child age Indonesian already accustomed to difference which values were good and which one is bad from their environment. Nevertheless, most of Indonesian did not aware that what they did is based on implementation of *Pancasila* values, in other word, it called implementing of character Indonesian cultural values (*Pancasila*). Although, Indonesian know that *Pancasila* was becoming a source of values, normative systems that directing human to the right way, here proof that *Pancasila* became a life guide for Indonesian in daily activity. It seems like *Pancasila* already flow in Indonesian blood.

Furthermore, as mentioned in book *Pengembangan Pendidikan Budaya* dan Karakter Bangsa Pedoman Sekolah, by education ministry, that national cultural awareness is actually one of the character education goals, 9 so that is why strengthen national identity is become an important aspect in teaching learning process, moreover for people in heterogeneous environment like in the big town, Surabaya Jakarta Bali; etc., which has many new comers or foreigner,

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⁶ Burhanuddin Salam, Filsafat Pancasilaisme, p. 43.

⁷ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 87.

⁸ Subandi Al Marsudi, *Pancasila Dan UUD 45 Dalam Paradigma Reformasi*, p. 5.

⁹ Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, *Pengembangan Pendidikan Budaya dan Karakter Bangsa Pedoman Sekolah*, p. 7.

need more effort to maintaining national identity or local cultural values. Here the researcher found that language course at *Rumah Bahasa* especially at club Wonderful Weekend class try to engage participants to strengthen national identity by discussing some popular issues. Definitely, it was a chance to bring the national education goal into reality, and actually it should be imitate by education institution in Indonesia, because as Slamet Sutrisno also argues that education has become strategic way to maintain the human culture, even though from the other side education is part of that culture itself. Thus, it is the time for Indonesia to strengthen nation character in this global era, begin with aware and proud to show Indonesian personalities, which appropriate with *Pancasila* values, when interact with other people such foreigner even Indonesian.

Mr. Anies Baswean as Indonesian ex-cabinet minister of Education said that Education is dynamic, the material delivered should be appropriate to answer the problem on the era that they will face.

"yang perlu kita berikan pada anak-anak Indonesia adalah memastikan bahwa apa yang mereka pelajari saat ini adalah apa yang memang mereka butuhkan untuk menjawab tantangan jamannya"¹²

Most of Indonesian known well nowadays is globalization era, but many of them did not aware at that era they will got many challenges in any aspect of life. Indeed, according to researcher Indonesian need to maintain national

¹⁰ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 86.

¹¹ Ketetapan Majelis Permusyawaratan Rakyat No. II/MPR/1975 and Ketetapan MPR No. II/MPR/1983, *Undang - Undang Dasar, Pedoman Penghayatan Dan Pengamalan Pancasila, Garis-Garis besar Haluan Negara*, p. 56.

¹² Anies Baswedan, *Pidato Menteri Pendidikan dan Kebudayaan Republik Indonesia Pada Hari Pendidikan Nasional*, 2 Mei 2016, p. 2.

identity in order to be ready facing heterogeneous society, one solution to answer that challenge is begin from education aspect. Then, engaging it to integrate local cultural values with some approach, one of them is by melting pot paradigm, by integrating cultural values in learning can strengthen students' nationalism in global and heterogenic societies.¹³

Appropriate with it, few years ago Daoed Joesoef already said that education (teaching and learning process) was being used for continuing, maintaining, and processing cultural values as well as become the soul of education itself, ¹⁴ thus an expert at that time (nineteenth century) as Daoed Joesoef already said about the importance of education as an effort to maintain the culture. Besides, Mr Anies Baswedan, nowadays education expert, also said that the skill needed for people in 21st century is morality character. ¹⁵ Explicitly seems that there was strong relation between increasing education system and strengthening the national character and culture. Because national education system handled prior role toward implementation of national cultural development. ¹⁶ It will clearly show the difference between Indonesian and other nation character, the truly Indonesian are people who always apply *Pancasila* (national) values as character in daily life. ¹⁷

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¹³ Murni and Wati, *Pembelajaran Bahasa Inggris Berbasis Kearifan Lokal*, p. 25.

¹⁴ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 97.

¹⁵ Anies Baswedan, *Pidato Menteri Pendidikan dan Kebudayaan Republik Indonesia Pada Hari Pendidikan Nasional*, 2 Mei 2016, p. 2.

¹⁶ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 92.

¹⁷ H.A.W. Widjaja, *Penerapan Nilai-Nilai Pancasila Dan HAM Di Indonesia*, p. 2.

b) The Process of Inserting Local Cultural Values in Melting Pot Paradigm in Learning Activity

Rumah Bahasa has many class of English course, both "On the spot" or "Fix" class. Here, researcher wants to explain that not all tutors in each classes in English course integrate local cultural values in their class, as result of researcher's study there are two classes which guide by the same tutor apply melting pot paradigm to integrate local cultural values, they are "club Wonderful Weekend" which handled by Ms. M and friends and also "on the spot" class which handled by Ms. M. Researcher only observe those classes.

Although *Rumah Bahasa* has syllabus, but tutor was given liberty to choose which learning activities suitable with participants' need. On the other hand, actually syllabus in English teaching has a strategic position to build students moral, ¹⁸ but takes a look on the reality, the composition of *Rumah Bahasa*'s syllabus was like usual course which consist of some usual language material without any established topic like under main material asking and giving opinion it just written learning purpose, learning length, grammar focus, and source material beside that material.

But by that general syllabus teacher was given much liberty to explore their creativity based on what actually participants need to discuss in the classroom, we called it learning activity, as Sardiman (2007) said that learning

¹⁸ Sukamerta, "Implementasi Kebijakan Pembelajaran Bahasa Inggris Pada Sekolah Dasar di Kota Denpasar", p. 32.

activity is students' activities to support learning success, 19 it holds the main position on learning success besides syllabus. Let's take a look example by that main material; tutor could be given some interesting topic to discuss by participants. For example use topic LGBT then participants ask and give opinion about it.

"... seperti yang ee.. topic beberapa bulan yang lalu, januari kalau gak salah, itu LGBT. Jadi topiknya LGBT itu kita discuss dengan apa namanya.. dengan participants yang ada di situ, dan ee.. activity sebelum belajar kan kita ada warming up activity, warming up activity kebetulan ice breakingnya pada waktu itu yang megang saya, itu saya ajak nonton, participants saya ajak nonton film pendek LA lights tentang LGBT,"

"....kemudian saya bahas dengan participants, jadi kita nonton bareng film film tentang LGBT, film tentang transgender juga, namun film itu <mark>fil</mark>m indonesi<mark>a, jadi c</mark>ulture-nya biar masuk, biar bentrok, biarin, emm.. entar liat liat apa.. liat apa namanya.. pemikiran m<mark>ere</mark>ka bagaimana, ya pastinya kan soalnya participants n<mark>va kan juga udah adult, udah bias mikir.... va a</mark> pastinya nanti ada sesi diskusi...."

....Pada waktu itu listeningnya <mark>ad</mark>alah ini apa.. LGBT itu disahkan oleh PBB, PBB entah, saya lupa entah.. entahlah hukumnya itu ada human rights nya nomor berapa saya lupa, kemudian setelah listening di bawa ke speaking, jadi tutor listening ada sendiri, pada waktu itu kan saya pegang ice breaking yang film itu, tutor listening ada sendiri, setelah listening tentang ini.. tentang human rights nya LGBT yang di sahkan oleh PBB, kita bawa ke speaking, speaking nya ada tutornya sendiri, (lalu) debat...."

From those explanations of a learning activity at Wonderful Weekend class showed that learning activities engage participants to criticize some issues compering with daily cultural values, those learning activity which explained by Ms. M reflected melting pot paradigm in learning activity, As Ni Nyoman

¹⁹ A.m, *Interaksi dan Motivasi Belajar Mengajar*.

Padmadewi said in her journal which is cite Arend (2003) statement that Melting Pot Paradigm in education term is integration of local cultural values in the main topic (material) implicitly, so that both of main topic and local cultural values are a unity and impartially.²⁰ Thus, it showed much better when each tutor support to give an interesting topic which close to participants' daily life or something happened around Surabaya or Indonesia, they will aware on whatever happened around them, then classify which values did not appropriate with their customs and which one was good for daily life.

Language is not only how to speak it well, but also what within the language are, because we know between eastern and western have different morality values, 21 we cannot follow western values just because English was from western and we use it as international language, but as Indonesian we should be able to maintaining national identity in heterogeneous social intercourse by mastering English while always aware of the needed as Indonesian to maintain the national character. Indeed, researcher regard that integrating local cultural values is strongly needed for everyone who learn international language.

Thus, successes of learning process not only determined by students' activity, but also the teacher ability to conduct the class, because learning

²⁰ Padmawati, Nitiasih, and Artini, "Model Konseptual Pembelajaran Bahasa Inggris Berbasis Budaya Untuk Sekolah Dasar di Bali", p. 173.

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²¹ Z. S. Nainggolan, *Pandangan Cendikiawan Muslim*, p. 164.

activity measured from individual activity both students and teacher performance.²² Activity is an important principle in learning interaction because learning is doing to the norm and morality, so there is no learning without activity.

Based on theory of Sudartini and Padmawati et al, there are 4 ways to integrate local cultural values in language learning (1) selecting materials contain the local cultural norms, values, (2) giving additional explanation on any foreign cultural norms founds in the process of teaching.²³ (3) Exploring and discussing materials in some topics by inserting some cultural values, or (4) giving the lesson suitably with students' live contexts and the custom that is always occur in the students' environment.²⁴

In the same manner as that theory, the result of researcher's observations in the classroom finds that mostly tutor used melting pot in three ways, (way number 1) selecting materials contain the local cultural norms and values, (way number 3) exploring and discussing materials in some topics by inserting some cultural values, and (way number 4) giving the lesson suitably with students' live contexts and the custom in the students' environment.

Researcher explained above at result finding that tutor like to use discussion or criticizing activity. Tutor used those manners in learning activity

²³ Sudartini, "Inserting Local Culture in English Language Teaching to Promote Charecter Education", p. 16.

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²² Machin, "Pengaruh Permainan Call Cards Terhadap Hasil Belajar dan Aktivitas Pembelajaran Biologi".

p. 16. ²⁴ Padmawati, Nitiasih, and Artini, "Model Konseptual Pembelajaran Bahasa Inggris Berbasis Budaya Untuk Sekolah Dasar di Bali", p. 173.

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.

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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.

2. Local Cultural Values Integrated in the Learning Activity

Activity is necessary in learning process;²⁶ it is an important principle in learning interaction, there is no learning without activity, because learning is doing norm and morality. As Sardiman (2007) said that learning activity is students' activities to support learning success.²⁷ Thus, learning process said success not only determined by students' activity but also teacher ability to conduct the class, learning activity measured from individual activity both students and teacher performance.²⁸

Before mentioning some local culture integrated in the learning activity, researcher will explain some kinds of learning activity used from the researcher observed classes. According to Diedrich at Sardiman's book (2007) listed kinds of learning activities are visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, emotional activities. Because the participants in those classes are adult, so tutor prefer to use some simple and enjoy activity, usually they used (1) visual activities by keeping attention of pictures or slide show; watching video, (2) oral activities by explaining; asking question; giving suggestion and opinion; discussing some topic, (3) listening activities by listening of explanation; doing

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²⁶ Ahsan, "Peningkatan Kemandirian dan Prestasi Belajar Bahasa Jawa Melalui Blog Sebagai Media Pembelajaran pada Siswa Kelas Xi SMA Negeri 1 Candimulyo Magelang".

²⁷ A.m, Interaksi dan Motivasi Belajar Mengajar.

²⁸ Machin, "Pengaruh Permainan Call Cards Terhadap Hasil Belajar dan Aktivitas Pembelajaran Biologi".

²⁹ Ahsan, "Peningkatan Kemandirian dan Prestasi Belajar Bahasa Jawa Melalui Blog Sebagai Media Pembelajaran pada Siswa Kelas Xi SMA Negeri 1 Candimulyo Magelang".

conversation with partners; discussing; listening to music and audio or video, (4) Motor activities by playing games, (5) Mental activities by analyzing issues then giving opinion or suggestion, (6) Emotional activities showed from participants feeling in joining the class, they are interest; enjoy; happy; and enthusiasm to discuss, brave to give opinion.³⁰ Thus, learning activities are not only physical activities, but also psychological activities.³¹ Here researcher made categories of learning activities, they are (1) Physical activity covered visual activities, oral activities, listening activities, and motor activities, (2) Psychological activity covered try to solve the problem from the issues discussed, analyzing the issues, asking and answering question, (3) Emotional activity covered interesting, happy, and spirit to join the class, brave to share the argument.

Then, those learning activities packed some values within those activities, According to Hamalik (2005) explained some values in learning activities that researcher mentioned above at theoretical framework part. Here researcher will classify which values covered in learning activity in the class observed, they are (1) the students looking for their own experience,³² by engaging students critical thinking and let them to criticize it, (2) concrete

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³² Ibid.

 $^{^{30}}$ Ibid.

³¹ Maisyarah, Utami, and others, "Peningkatan Aktivitas Pembelajaran Matematika Menggunakan Metode Kerja Kelompok di Sekolah Dasar".

learning to evolving students' critical thinking,³³ by gave some popular issues to be discussed, (3) improving harmonious of students,³⁴ by discussing some issues participants will more intimate each other, (4) classroom learning become the same as habitual activity in the real life,³⁵ by gave some popular issues participants will comparing it with their habitual and real life values.

From those explanations, researcher concludes that composing an interesting activity hold on a main role in success of learning process, there are purposes behind learning activity composed while in each activity contains some values, and also, there are some values within each material discussed. In this study researcher observe local cultural values integrated in learning activity, below will mention what local cultural values integrated in the classroom.

First meeting, the topic was Eid al-Fitr Mubarak around the world. This topic chosen appropriate with the moment welcoming Eid Mubarak celebration, may simply tutor gave this material to respect Moslem habitual among society, here some local cultural values that integrate in learning process based on researcher's guides values:

(1) the values are (a) respect diversity; value number 28 based on table mentioned above, (b) Respect and tolerance among followers in a religion or

³³ Ibid.

 ³⁴ Eri Maisyarah, Sri Utami, and Abdussamad, "Peningkatan Aktivitas Pembelajaran Matematika Menggunakan Metode Kerja Kelompok Di Sekolah Dasar", *Jurnal Pendidikan dan Pembelajaran*, vol.
 3, no. 7 (2014), http://jurnal.untan.ac.id/index.php/jpdpb/article/view/6353, accessed 6 Jun 2016.
 ³⁵ Ahsan, "Peningkatan Kemandirian dan Prestasi Belajar Bahasa Jawa Melalui Blog Sebagai Media Pembelajaran pada Siswa Kelas Xi SMA Negeri 1 Candimulyo Magelang".

different religions (How to pray, how to get dressed); value number 3, (c) appreciating each other; values 29, (d) 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, (e) Liberty to worship based on the religion or belief (madzhab or ideology); value number 4, and (f) Do not impose a religion and belief in God Almighty to others; value number 42. The video showed, there were many difference in celebrating Eid al-Fitr then participants asked to give opinion towards that video and all of them are agree if every people has own way to celebrating it. It showed from, when video showed Iraq people wear black suit in celebrating and praying Eid al-Fitr and other country wear white Jubbah, and other country only wear a polite suit, then a participant compared with participants' customs. One of participant said that "black suit means someone in sorrow." It also showed some Moslem pray Eid al-Fitr in the Mosque but some of them pray on the yard. Then other participants receives that "whatever they used in celebrating Winning Day, they have own philosophy."

(2) The values are (a) Recognition the diversity of tribes and culture and simultaneously develop the national unity; value number 9, and (b) Developing the pride of having national and fatherland Indonesia; value number 57. Engage participants to be proud and love to apply own local customs in daily life include in the special day and acknowledge owning customs and culture at celebrating Eid al-Fitr. It showed when 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 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 n Indonesia is from Nepal. It becomes an interesting discussion, caused all participants active in the class and share what they know. Finally, a participant concludes that "whatever we wear in celebrating special day, we should close *aurat*." Tutor always let participants discussed some customs that found from video and compering with Indonesian customs in celebrating Eid Mubarak and gave a lot of chance for participants to express whatever they know beyond the video about that topic

And also the tutor gives some explanation about the habitual activity in Eid Mubarak "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 conclution from her explanation "every country or region has own way to celebrate Eid Mubarak Day".

- (3) Sungkem (show respect by kneeling and pressing face to another eldest knees.), shaking hand, and kissing parents' hands; value number 21. In the beginning of the main lesson, tutor gave an example of the procession to do Eid Mubarak that generally did by Indonesian to engage participants take a look of Indonesian customs in celebrating it before show the difference of celebrating Eid Mubarak around the world. "In the morning we must go to mosque, then pray together, Afterword respect the eldest by sungkem, usually peple 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."
- (4) The values are (a) Togetherness; value number 19, and (b) Kinship; value number 20. The proof is when participant tell others about her unforgettable experience in Eid Mubarak Day, "my unforgettable moment in celebrating Eid Mubarak Day is when I celebrate it in Wonosobo, the amazing experience is the way people in Wonosobo apologizing each other by all society stand in a line on the main road of village, so the line is very long, than one by one shaking

hand to the next people beside them." Story which shared by participants was reflected that they proud and love of their habitual and customs in celebrating Eid al-Fitr.

Other participants also tell their story about their favorite foods in Eid Mubarak Day, favorite Events in Eid Mubarak Day, favorite activities Eid Mubarak Day, favorite place to visit in Eid Mubarak Day, unforgettable moment in Eid Mubarak Day, unforgettable experience in Eid Mubarak Day to their partner.

Second meeting, discussing a popular issue "Game Pokemon Go" the purpose to discuss this topic is participants open minded about "What's in" at their environment and how to receive that new thing wisely. As the developing nation Indonesian should keep attention on the alteration of era, it will become a good nation if kept the cultural values while follow all modernism. As integrity nation, Indonesian should keep attention to maintain our own characters and customs. This named by kind of cultural development, as Albert Hirschman explicitly said that culture also become a factor which determines aspects of life change. So, the advancement of technology, art, social relation business design, etc. was also being some kinds of cultural development

Franz Magnis Suseno in the book "Pancasila Sebagai Ideologi Terbuka, Problema dan Tandangannya" also said that based on Pancasila and UUD 1945one of five characters of Indonesian nationalism is in the history of

³⁶ Slamet Sutrisno, *Pancasila Kebudayaan dan Kebangsaan*, p. 173.

Indonesia around two thousand years ago was really open in cultural aspect; there are many cultural influenced Indonesian, thus until now various cultural developed in Indonesia and all that culture was being strengthened the national identity itself,³⁷ besides, all Indonesian was being accustomed to face some culture in daily activity.

The presence of 'Pakemon Go' as a newest thing in technology aspect make all people around the world including Indonesia interested to know how to play that game, the attitude as an integrity nation is should be classify which one has more positive effect and which one has negative effect. Look at the reality, the customs of modern people is like to follow newest and popular thing. We concede the point that it will open our discourse to the movement of era and increase the society creativity, we are become a balanced society when we can follow that, but we should consider the national identity while explore the creativity. Here some local cultural values integrated in learning process based on researcher's guide values:

(1) The values are (a) Love both material and spiritual of the nation's progress and development; value number 18, and (b) Love to appreciate the others creation that are beneficial to the progress and prosperity; value number 60.

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³⁷ Frans Magnis Suseno, *Pancasila Sebagai Ideologi Terbuka*, *Problema Dan Tantangannya - Persatuan Indonesia Pancasila, Paham Kebangsaan dan Integritas Nasional* (Yogyakarta: Penerbit Kanisius, 1995), p. 52.

Proofed by participants share their opinion about the fever of 'Pokemon Go', participants answer one by one,

first participant "Nowadays, the mentality of Indonesian began to attract the new interesting thing especially the newest thing or something boom on the wide world that can play from gadget or smartphone, 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 technology development"

Those opinion are proofed that Indonesian support some nation's progress and development, and also love to appreciate the others creation that are beneficial to the progress and prosperity nowadays all Indonesian from youngsters until adult both lived in the village or city were skilled playing internet, it showed that Indonesian in this era are more open minded and more ready for the advance of country.

(2) Hardworking; value number 79. Proofed by tutor begin to give opinion that "Indonesian as creative society, take some benefit from that chance (Pokemon Go phenomena) to develop their business."

Then first participant share his statement "this game benefiting many sector of other business, transportation business, (grab taxi, Go-ojek) the pokemon catcher ask help from them to cathch pokemon in places around the city, and also the store/ distro business they use pokemon fever to attract customer with serve discout for customer who catch pokemon."

Other participant argue that "this issue turned up by media to cover the issue of attendance 10 million of Chinese employee which actually will take the significance impact for Indonesian market and company, for unemployment it will become a big rivalry in productivity aspect. Moreover, strengthen of national identity and culture should be paying attention while many foreigners come to Indonesia. So, 'Pokemon Go' transferring that issue then becomes attention less. It is the big effect of mass media."

From those opinions, all of them are aware of the challenges and opportunities from the booming of 'Pokemon Go' game. Than could analyze which part has benefit and which part of that game damage the nation. Indeed, all of them are categorized a hard worker and aware of the opportunities on it.

Third Meeting, the topic is about "Smoking Children." Participants watched video entitled 'Indonesian baby on 40 cigarettes a day'. Coincide, at July 23rd 2016 was national children day celebration. The purpose of this

material is to take a look at the development of Indonesian children phenomena, look at the reality of Indonesian who live in the fringe area. Here researcher mentioned some local cultural values integrated in learning process based on researcher's guide values:

(1) The values are: (a) Recognition of human prestige and dignity; value number 5, (b) Upholding the humanity values and have to receive fair treatment as human beings; value number 7, (c) Upholding the humanity values and having to receive fair treatment as human beings; value number 49. Proofed by this discussion:

Tutor asked participants' opinion about young generation. It was surprising because most of them answer some negative issues of young generation or development of child

A participant said "immoral, many children did not get moral education well"

A participant from social agency argues "nowadays, Youngers especially in age 15-17, they have not married but have pregnant, then aborted it, or some of them married by accident"

Other participant said "smoker children"

Other one said "fake vaccine"

Other said "most of children getting game fever"

The other said "obesity of 10 years old child"

After that, the tutor said "From this phenomenon, how do the parents educate their children?" "How do the Indonesian parent, especially in the low income, they leave in the village near to field, educate their children, because not all parents educate their children well"

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 other kid to smoke imitated that video, so it is not necessary to blow up the news on the media widely"

The other participant continuing that argument "more strange is more famous, moreover people on the video are lived in the village that educate less. So, they will proud when their child famous."

The discussion more busy, a participant also said "may be, that kid lives in the smoker area, so, that child want to do so, it influence by adult ability around him"

Other participant argue "people who addicted on cigarette are prefer to buy cigarette than a health food"

The tutor concludes participants' argumentation to discuss next question "I believe that all people were disagreeing with smoker kid, now I want to hear your opinion about the parenting? What should the parents do?"

A participant directly receive it "parents should be aware about the dangerous of cigarette for children, so the parents should be smart"

All participants expressed opinions based on the good values which usually they used on their daily and customs; all of them are disagree if children were smoked. From that proofed, researcher conclude that all participants aware of human prestige and dignity, and upholding human values. It showed that participants know well if the development of children especially who lived on the village need some special treatment and inferentially the parents are lack educate, so both of children and parents are need more attention from government.

(2) the values are: (a) 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, (b) Maintain a balance between rights and obligations; value number 73, and (c) Indonesian as societies and citizens have the same status, rights and obligations; value number 11. Proofed by this participant's opinion:

"in the reality, people who live in the village, actually they are not paying attention about the growing of the children, but they just focused on how to get much money, because they are in the low income. According to me, even I don't know how the government do their job, but the government should be pay attention how to educate the parents and the candidate of parents, it is related to KUA (Kantor Urusan Agama) also, they should consider which couple appropriate to get married, if the couple appropriate to get married, so they got permit to merry."

It indicates that participants were aware every Indonesian has an equal rights and obligations of each human right without distinction of race, descent, religion, creed, sex, and social status. Even they lived on the back country or border area, they has a rightful authority to get a proper education and facility from the country. No matter they are on what social status.

(3) The values are: (a) Develop mutual love as a human; value number 45, (b) Empathy; value number 33, (c) Mercy; value number 34, and (d) Developing a noble deed, which reflect the attitude and atmosphere of kinship and mutual cooperation; value number 71. Proofed by the participants opinion:

"If the parents want to smoke, don't show it in front of the child"

The participant aware humanity and normative values, parents should keep doing in good attitude in front of their children, so that the children will follow the good attitude not opposite of it. Because as Indonesian unwritten customs values, normally it was really strange when we look at the smoke children, we will think that the parents did not care to their child.

"The kid on the video should be rehabilitated, because when he grow up to be teenager, they will influencing their friend even though they will be antisocial, for parent should be punish who let the child smoke."

The participant indicates a noble deed, even he suggested being punished for parents, but it showed a kinship values. If that bad activity let to do, long by long will be a customs, even it were a bad one, appropriate it Ridwan (2007) argues that our society claim that usually values which hold by group of society, become attitude and daily behavior.³⁸

Fourth meeting, the topic is about public services around Surabaya that can be visit, so hopefully participants prouder to have that public services and proudly tell it to other people especially from other region. Society should be pride of own local (Surabaya) inventory and reflecting the Indonesian hospitality to serve everyone around us. Because the real difference between

³⁸ Murni and Wati, *Pembelajaran Bahasa Inggris Berbasis Kearifan Lokal*, p. 27.

Indonesian and other nation is that truly Indonesian are people who always apply *Pancasila* (national) values in daily life.³⁹ In Pancasila values was clearly explain to be respectful to everyone or conversation partner. Here some local cultural values integrated in the classroom based on researcher's guide values:

(1) The values are: (a) Developing mutual tolerance and tepa selira; value number 46, (b) Tolerance / Respect; value number 83, (c) Do not allowed to impose the own desire to others; value number 61, and (d) Develop the nonarbitrarily attitude to others; value number 47. Proofed from this activity:

Watch video about public service which spoken in English, participants asked to keep attention to the video and criticize it "how to be a good customer and how to be a good officer." Participants divided into five groups, each group should answer that question around 3 up to 5 answers. Example of participants' answer: polite, give complete information to customer, ask clearly, don't speak too fast, calm voice, hospitality, respect the officer, explain clearly, don't wrecking the facility

(2) Decorous; value number 35. Proofed from this activity:

The game is "find your match". The role is for customer gave a paper which has some word that clued 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.

³⁹ H.A.W. Widjaja, *Penerapan Nilai-Nilai Pancasila Dan HAM Di Indonesia*, p. 2.

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.