

## **The implementation of Local Culture-based Project In a Balinese Project Classroom**

**Putra, I Dewa Gede Rat Dwiyana**

Denpasar State Hindu Dharma Institute

[ratdwiyanaputra@gmail.com](mailto:ratdwiyanaputra@gmail.com)

### **Abstract**

This article was made based on an observation on the application of a Local Culture-Based Project in Balinese Language and Religious Literature Study Program of Denpasar State Hindu Dharma Institute. The basic reason for the application of this Project-Based Learning method is that, students were less motivated in following the EFL course. Students found that English would give a very minimum support for Balinese language and culture. English as a foreign language seems to be a threat for Balinese language sustainability. Therefore, the writer would show the students their actual connection in which English as a world dominant language could empower the existence of local culture including the language itself. (Regmi, 2013) stated that people should consider that the present existed local language that is used to pass the local context and culture on from generation to generation will die. Therefore, its integration to English as a world dominant language is one of the effective ways to preserve the local culture. Writer then designed project task which deal with local Balinese Culture. Students were asked to make a 'Multilingual Pictured Folklore Book' during EFL course. Methodological triangulation (e.g. survey, interview and observation) were applied to confirm the students' respond toward the application of the Project. The result shows that PBL approach implemented in the present study was proven effective in improving the students' interest in learning English. Besides, the students gave a positive response toward the application of the Project.

**Key words:** local culture-based project, balinese, efl

### **Introduction**

Teaching English as a Foreign Language in Balinese Language and Religious Literature Study Program of Denpasar State Hindu Dharma Institute has its own challenges. The observation on the teaching and learning process showed that the students seemed bored and did not focus to the lesson. Almost all students were not enthusiastic in attending the class. Students found that English would give a very minimum support for Balinese language and culture, the language they study for their bachelor degree. English as a foreign language seems to be a threat for Balinese language sustainability, because they thought that this foreign language is used not in a local language preservation context. Therefore they often treated English as a non-important subject to be learned in Balinese Language and Religious Literature Study Program. This act left a challenge for English lecturer in teaching English for the students which could affect the students' English skill and achievement. Prior to the fail of English achievement, lecturer then took a strategic step to overcome this problem.

A review was done toward the instruction process done until the middle semester. The instructional process was done according to the syllabus and teaching plan, but the topics are not interconnected each other because there are different learning experience and material for each topic that has no relation to each other. For example, there are different contexts used in teaching Present Tense and Past Tense where the students found that there is no relationship between those two materials and the relationship of learning those materials with their role as prospective Balinese Language bachelor. Writer then decided that the teaching method applied need to be modified to facilitate the students with the single theme that provide connection between what the need to learn and what they want to learn.

Project-Based Learning then chosen as the most suitable method of learning to be applied in constructing the EFL syllabus. The project task would wrap all of the learning topics into a single project theme which would facilitate the students with the interconnected

learning process that accommodates the students' attention, creativity and potentials. Project could provide real challenges and choices of processes in accomplishing the task. Then, writer would insert the local culture content to the project task to strengthen the context to be more suitable with the students' needs. The main problem as the background of this research was the question about how the design of the Local Culture-Based Project task is and how the students' response toward the application of Local Culture-Based Project task is.

### **Research Methods**

This study was conducted by adopting the method of survey research. Survey research method is most appropriate to describe the phenomenon that occurs in the community, because this study used to get data from a particular place is natural / non-artificial (Sugiyono, 2015: 12). Researchers on the survey method can perform a treatment but are limited to data collection, such as observations, questionnaires or interviews. The main objective of this study is to describe the project task and also the students' response toward the project task. The implementation of this project task was done during the first semester of Balinese Language and Religious Literature Study Program. The subject of this research is the first semester students in the department. There are 15 students altogether. The data that would be collected is the design of Project task and the respond given by the students toward the application of the project. Besides, all of the implications made by the project during its implementation in the classroom were noted and interpreted to formulate the findings. In collecting the data, the Writer applies the methodological triangulation those are; observation, survey and interview. Observation sheet, questionnaire, and structured interview guide are applied to gather the data of students' response toward the application of the project task.

### **Finding and Discussion**

#### **Finding**

##### **The Design of Local Culture Based Project**

As this project is emphasized on wrapping all of the English topic toward a single project which would give a connection between English and Balinese language preservation, the local culture-based project of making 'Multilingual Pictured Folklore Book' was designed. The students are asked to make a folklore book which completed by a simple illustration and given narration in Balinese and English. This project is a collaborative project of all students in the same semester, in which 15 students would work collaboratively in constructing a pictured folklore book written in Balinese and English. The process of Project task applied is adapted from the steps proposed by Slavin, (2008:65) that includes:

##### **Stage I: Organizing Pupils into Groups and Identifying the Folklore**

The very early stage of the project will be started by dividing the students into groups to promote a group activity, where they will be given a different folklore to be done in each group. Group composition is based on interest and it is heterogeneous. Each group determines the folklore that would be chosen for the project. The folklore should be the local Balinese folklores. Lecturer would assist the students in information gathering and facilitate the organization, including the genre of writing that will be done for each folklore, etc.

##### **Stage 2: Planning the Learning Task**

Students plan together about what they study, how they study, the division of labor, and the determination of the goal. They will make a draft of what the product of their folklore will look like. Here they have to work together inside the group to divide the task and do the task as a whole.

### Stage 3: Carrying Out the Investigation

Students gather information, take a note and construct the pictured folklore. Each group member contributes to the group effort. Students exchange, discuss, clarify, and synthesize ideas. They have to build the draft that they made before using the findings from various resources and the synthesis of the group ideas to lead them to the conclusion of the folklore. For example, what kind of picture should be drawn to represent the setting, construct the translation, etc.

### Stage 4: Preparing a Final Writing

Group member determine the essential indicators of the project. Group member plan the final writing, and how they will make their presentation. The editing of the final writing is needed to present the perfect narration of the folklore.

### Stage 5: Presenting the Final Report

The presentation in form of storytelling is made to the entire class in a variety of forms. Part of the presentation should actively involve the audience which will evaluates the clarity and appeal of the presentation according to the criteria determined in advance by the whole class. In this stage, the speaking will be assessed by the lecturer.

### Stage 6: Evaluation

Students share feedback about the topic about the work they did and about their effective experience. Here the essence of learning will be drawn from a discussion. All of this activity will give a lot of advantages for the knowledge of the students about writing and the message behind it. Lecturer and pupils collaborate in evaluating students learning. The evaluation will be done in authentic situation which enables the students to express their idea freely. At last, assessment of learning should evaluate higher level thinking. During the evaluation process, writer put emphasize on students creativity and willingness to learn a new knowledge besides their language skill.

### The Syntax of the Local Culture-Based Project in EFL Class

After the project was designed, a detailed project step and timeline should be constructed to provide a clear picture of the project application. The project steps are as follows;

Table 1. The syntax of the local culture-based project in efl class

Meeting	PBL Stages	Lecturer Activity	Students' Activity
1	Organizing Pupils into Groups and Identifying the Folklore	<ul style="list-style-type: none"><li>Lecturer asks the students to make a group of 3 which is based on the students' interest, e.g. hobby, etc. the group have to be heterogenic.</li><li>The lecturer asks the students in each group to do research on several sources to propose a number of folklores.</li><li>Lecturer guide the</li></ul>	<ul style="list-style-type: none"><li>The students make a group of 5-4 which is based on the students' interest, e.g. hobby, etc. the group have to be heterogenic.</li><li>The students do a research to the several sources, propose a number of folklores.</li><li>Group members</li></ul>

		students to choose the folklore that would suit the project.	discuss the chosen folklores with the lecturer, and then determine the folklore that would be used for the project.
		<ul style="list-style-type: none"> <li>• The lecturer guides the student to determine what information of the folklore that should be collected.</li> </ul>	<ul style="list-style-type: none"> <li>• The students collect the pre-information and build the picture folklore design.</li> </ul>
2	Planning the Learning Task	<ul style="list-style-type: none"> <li>• The lecturer helps the students to set the effective time to do the project.</li> <li>• Lecturer helps the students to make draft of the project. The draft is including the number of the setting in the story to be illustrated by pictures.</li> <li>• Lecturer helps the students to set the project frame works.</li> <li>• The lecturer asks the students to divine the labor inside the group. The types of labor are including; Story Writer, Translator, and Illustrator.</li> </ul>	<ul style="list-style-type: none"> <li>• The students set effective time to do the project and plan the project check point.</li> <li>• The students discuss the number of pictures that would be used to illustrate the folklore in each group and report the result to the lecturer.</li> <li>• The students set the project frameworks.</li> <li>• The students divine the labor inside the group to determine the person incharge.</li> </ul>
3	Carrying Out the Investigation	<ul style="list-style-type: none"> <li>• The lecturer guide the students to build the draft based on the project frameworks using the story narration gathered from various source of information.</li> <li>• The lecturer helps the students to check whether they have done the right step on his project.</li> <li>• Lecturer helps the students to evaluate the present result of their project.</li> </ul>	<ul style="list-style-type: none"> <li>• The students develop the draft based on the project frameworks. the narration of the story could be gathered through library research, interview, or internet search.</li> <li>• The students check whether they have done the right step on his project.</li> <li>• The students evaluate the present result of their project. They</li> </ul>

			discuss it with the lecturer and other classmates
		<ul style="list-style-type: none"> <li>Lecturer asks the student to do the revision if it is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>The students do the revision based on the guidance from the lecturer.</li> </ul>
4,5	Preparing a Final Report	<ul style="list-style-type: none"> <li>The lecturer checks the student's product from their investigation.</li> <li>The lecturer facilitates the students with review and revision suggestion.</li> <li>Lecturer helps the students to evaluate their project result</li> </ul>	<ul style="list-style-type: none"> <li>The student's product from their investigation is shown to the lecturer.</li> <li>The students ask questions to the lecturer if there is a difficulty and conduct the revision.</li> <li>The students construct the final set of the illustration/picture and then locate the narration accordingly.</li> </ul>
6,7	Presenting the Final Report	<ul style="list-style-type: none"> <li>The lecturer asks all of the groups to presents the project product.</li> <li>The lecturer assesses the student's performance in oral presentation to see whether they able to express their ideas in a good organization.</li> <li>The lecturer gives a comment for the question that is given by the audience if the students cannot answer it.</li> <li>The lecturer acts as the listener, evaluator, clarifier, for the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>All of the groups present the project product.</li> <li>The student's perform as good as possible.</li> <li>The group who are not perform act actively as the audience.</li> <li>The students act as the listener, evaluator, for the presentation.</li> </ul>
8	Evaluation	<ul style="list-style-type: none"> <li>The lecturer guides the students to mix up the suggestion about their topic, the work they have done, and their effective experience.</li> </ul>	<ul style="list-style-type: none"> <li>The students mix up the suggestion about their topic, the work they have done, and their effective experience.</li> </ul>

- The lecturer asks the students to collaborate with the other group to evaluate their works.
- The students collaborate with the other group to evaluate their works.
- The lecturer's assessment has to assess the student's understanding and the product quality.
- The students give feedback for the assessment done by the lecturer.

Adapted from Agustina (2009:64)

### The Students' Responses toward the Application of the Culture-Based Project

The questionnaire given in the end of the test was aimed at knowing the students' response toward the application of Culture Based-Project. It consists of 10 items of multiple choices. The blueprint of the questionnaire is as follows;

Table 2. The blueprint of the questionnaire

Question	Item Number
Students attitude toward the application of the Project	1
Students opinion about other students attitude toward the Project	2
Students opinion about the role of Project in improving their motivation and interest in learning	3, 4, 5
Students opinion about the lecturer performance in conducting the project	6,7,8
Students opinion about the role of the project in Balinese language preservation	9
Open-ended question about the students opinion about the Culture-Based Project	10

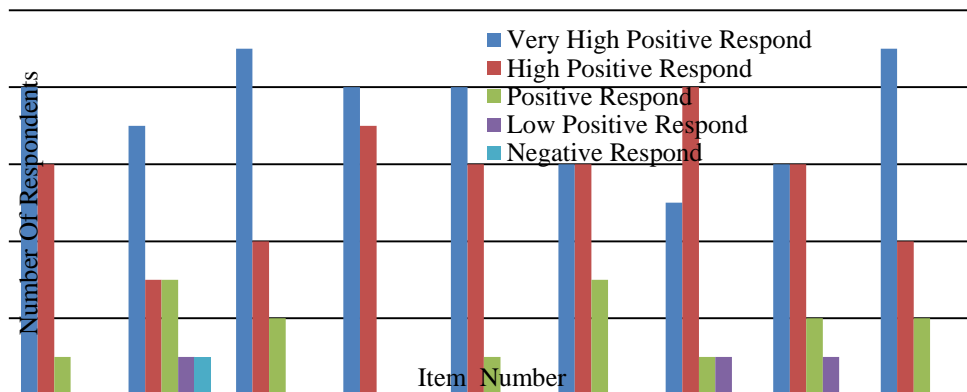


Figure 1. The result of questionnaire

The result in of the questionnaire showed that the students gave positive respond towards application of PBL. Item 1 which collected information about the students' attitude towards the application of the project showed that 8 or about 53.33% of the students really liked the application of project, 6 students or about 40.00% of the students liked the application of project, and 1 students or about 6.67% of the students like enough the

application of project. There was no student who stated that he did not like this method. It means that the Project could be accepted well because almost all of students gave positive respond on this approach.

Item 2, which asked about the students' opinion about other students attitude toward the Project, indicated that 7 students or about 46.67% of the students stated that the other students give a very high positive respond toward the application of project, 3 students or about 20.00% of the students stated that the application of this project was given a high positive attitude by the students in addition to the respondent, 3 respondents or about 20.00% of the students stated that the application of this approach was given a positive attitude and another 1 students indicates that his friend give a low positive respond and only one students give a negative respond.

Item 3, which asked whether the application of Project could motivate the students in learning English, showed that 9 students or about 60.00% of the students stated that they were very highly motivated, 4 students or about 26.67% of them stated that they were highly motivated, 2 or 13.33% of the students stated that this approach could give enough motivation, and there were no students who were less-motivated or not motivated by the application of project.

Item 4, which asked whether the students were interested in doing the project, indicated that 8 or 53.33% of the students stated that they were very highly interested in doing the project while the other 7 or 46.67% of the students stated that they are highly interested in the application of a culture based project.

Item 5, which asked whether the application of culture-based project is challenging, indicated that 8 students or 53.33% of the students stated that the application of project was very highly challenging, 6 students or about 40.00% of the students stated that this approach was highly challenging, 1 or about 6.67% of the students stated that this approach was challenging enough, and there were no students who stated that the application of project was less challenging or even not challenging at all.

Item 6, which asked how was Writer's performance in explaining the project tasks, timeline and its stages, showed that 6 students or about 40.00% of the students give a very high positive respond toward the Writer's way in explaining the project tasks, timeline and its stages. 6 students or about 40.00% of the students give a high positive respond toward the Writer's way in explaining the project tasks, timeline and its stages, and there were only 3 students or 20.00% of them stated that the Writer's way in explaining the approach and its stages was good enough.

Item 7, which asked about the way of the Writer in conducting the class discussion and revision, showed that 5 students or about 33.33% of the students give a very high positive respond on Writer's performance in conducting the class discussion and revision, 8 students or 53.33% of the students give a high positive respond on Writer's performance in conducting the class discussion and revision, and there were 1 student or 6.67% of the students stated that the way of the Writer in conducting the class discussion and revision was good enough. There was only 1 student who stated that Writer's performance in conducting the class discussion and revision is less good.

Item 8, which asked about the way of the Writer in conducting the evaluation of the project, showed that 6 students or about 40.00% of the students give a very high positive respond on Writer's performance in conducting the evaluation of the project, 6 students or 40.00% of the students also give a high positive respond on Writer's performance in conducting the evaluation of the project, and there were 2 student or 13.33% of the students stated that the way of the Writer in conducting evaluation was good enough. There was only 1 student who stated that Writer's performance in conducting evaluation is less good.

Item 9, which asked whether the project could support the Balinese language preservation indicates that, 9 or 60,00% of the students stated that a culture based project could give a very high support toward the Balinese language preservation. Besides, 4 students or about 26,67% of the whole students stated that the application of the project could give a high support to the Balinese language preservation and there were only 2 students or about 13,33% who stated that this type of project would give an enough support for the Balinese language preservation.

Dealing with the item number 10 which is an open-ended question which asked for the students' opinion about culture-based project in general and their impression toward the method showed that most of the students gave the positive response. One of the students stated that the application of culture-based project was a very innovative method of instruction where the really did not feel like they were learning inside a conventional classroom. They learned and worked for a specific target and they were given specific and clear steps in finishing the project.

## **Discussion**

From all of the result described above, it can be inferred that the application of local culture-based project was given a high positive respond by the students. Most of the students give a positive attitude toward the project and they also believe that their friend give a positive attitude also. The positive attitude was appeared because the students could see the connection between all the topics they learn during the EFL courses. The students found that all of the topics would support the project accomplishment; therefore both lecturer target and students target would be achieved. The project itself also motivated the students because they had a clear view about what they worked for and what would they get for what they worked for. There were a clear steps and a clear result reward for the project. Students become highly interested while there were also many interesting challenges to be passed to finish the projects. Lecturer performance in assisting the students to plan, revise and evaluate the project was also given a highly positive respond. Lecturer then viewed as the facilitator who will support the students' project. In this case, students wiped out all of the anxiety toward the lecturer in a conventional class. Finally, students also found that English as foreign language would not be a threat for Balinese language anymore. The engagement of local language toward English would help the local language sustainability.

## **Conclusion**

Local Culture-Based Project in EFL class is an innovative method of instruction that was born based on the connection between what students need to learn and what the students want to learn. In this case is the need of Balinese students in preserving Balinese language and the lecturer expectation of the course target. The design of Local Culture-Based Project constructed during this research would produce a "*Multilingual Pictured Folklore Book*". This Local Culture-Based Project could motivate the students by providing an interesting project and challenging project steps, where it is effective in facilitating both the cognitive and affective aspect of the students equally. The given project task could improve both the students' language skill and language attitude. Language skill is performed through the correctness of the written narration of the folklore and the students' performance in presenting the folklore. While language attitude performed toward how the students respected the language by producing a creative product of a foreign language which based on their local genius. So, students would at the same time learn a new language/culture and conserve their own culture. This method of learning also conveys hidden culture and character education values which are spread during the application of the project. The culture education is intended to provide the students with an understanding that English language learning is a



smart way to preserve local heritage while the character education is aimed at giving the students chance to practice the core character values that are required by the Indonesian education system.

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