INFUSING *BANJARESE* LOCAL WISDOM IN TEACHING DESCRIPTIVE TEXT:
LEARNING FROM DEMONSTRATION OF STUDENTS' TEACHING PRACTICE I COURSE

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ABSTRACT

Descriptive text discusses the description of a person, a thing, a place, an animal, etc. Mostly descriptive text depict the image of a certain person, animal, things, and location or place. It can be figured out by showing a simple picture of famous person, special animal or simple thing that leading students to understand easily. It is carried out by majority of students taking part in Teaching Practice I Program at the English Department of STKIP PGRI Banjarmasin who are required to demonstrate their teaching abilities. The descriptive text is the most favorite text type for them. Some of them discuss about modern things relating to the entertainment idol. Nevertheless, none of them brings local content as material in their teaching demonstration. This article will review the activities of students involving in Teaching Practice I Program who teach about descriptive text, the possibility of infusing local content into descriptive text as part of instilling character education in Curriculum 2013, and a sample of teaching plan covering local wisdom content.

1. INTRODUCTION

Teaching is a complex activity. It challenges both intellectually and emotionally. Becoming a candidate of teacher that hopefully will be a real teacher requires knowledge that needs to be learned and trained. Training and learning to be good teacher and performing appropriate teaching skills spend many years. As a complex activity, teaching ability requires knowledge about the subject being taught, the curriculum, appropriate teaching and learning strategies, learning material, learning media, learning evaluation, and everything about the abilities, interests, and personalities of the students and the classroom.

According to *Undang-Undang Republik Indonesia nomor 14 Tahun 2005 tentang Guru dan Dosen pasal 20a*, a professional teacher should create instructional plan, carry out instructional process based on teaching objectives as well as evaluate the instructional process. It implies that becoming professional

teacher is not easy. There are many elements of teaching and learning process that should be considered before running the class. Relating to this, Medley and Shannon (1994) in Cubukcu (2010:213) state that there are three dimensions of professional teacher. First of all is the teacher's effectiveness (the degree to which a teacher achieves desired effects upon students). It includes three main components: interpersonal skills, classroom procedures, and subject knowledge. This concept has, as its consequence, the teacher's ability to communicate with the student, a positive students' approach, to understand the students' learning difficulties, to acknowledge the individual student, and being someone the students can trust.

The second dimension of teacher quality is about teacher's competence (the extent to which a teacher has the knowledge and skills). This includes that which in more general terms is called teaching skills. It is the ability to organize and teach in interesting and flexible ways as well as using good teaching methods. Finally, teacher's performance is the last dimension of teacher quality in which it relates with how a teacher behaves in the process of teaching. It also refers to the teachers' subject knowledge and the ability to plan and structure the content.

Regarding that teaching skills cover complicated elements, preparing the required competence to be a teacher is absolutely needed. In the context of education insight in Indonesia, the government carried out such effort to increase the quality of Indonesian teacher. Lailatussaadah (2015:17) states that the government continually pursues improving teacher competence, such as: providing opportunities for teacher to get higher education, requiring them to take a minimum degree of *Sarjana* as well as providing seminar and training to guide them to have qualified teaching skills.

STKIP PGRI Banjarmasin is a university located in Banjarmasin offering students to get higher education focusing on teacher training. There are seven departments that officially trains and prepares students to be professional teachers. One of department that has commitment to prepare students to be qualified teacher is English Department. This department provides students with basic and advance knowledge of instructional elements focusing on English subject and its

teaching. They are basic English skills, theory of English teaching, TEFL, classroom management, evaluation of ELT, research on ELT, practice teaching, curriculum development, English learning media, issues on English instruction in Indonesia and around the world, and so on. Later, it is highly expected that English department students will apply all theories that have been given to the real English classroom in the future.

English Department of STKIP PGRI Banjarmasin provides English teaching skills since the students are in early semester. Beginning in the third semester, the students are trained on how to improve their teaching skills that will eventually lead them into teaching practice on the sixth and seventh semesters. They are given teaching theory that implies in some special courses like TEFL, Classroom Management, Teaching and Learning Interaction, English Instructional Media, and so on. Furthermore, the students are also offered to practice and perform their skills that have been trained in the previous semester into real classroom activities in Teaching Practice Series.

Further, there are two series of Teaching Practice course offered in the English Department of STKIP PGRI Banjarmasin. First of all, Teaching Practice I that is offered for the sixth semester students facilitates them to be familiar and to have a deep insight of ELT process, school facilities, and administrative things related with teaching tasks. That objective is achieved by conducting a close observation in an addressed school as well as running micro teaching (teaching demonstration) (Lokakarya Kurikulum STKIP PGRI Banjarmasin, 2012). Next, Teaching Practice II that is offered for the seventh semester students facilitates them to practice English teaching in addressed school for almost two months to get learning experience on how to teach real English classroom of primary high school (SMP, SMA, and SMK). Moreover, there will be some selected English teachers at the school who will accompany them in carrying out such activity.

Above all, by taking Teaching Practice series, English department students are expected to have basic skills and knowledge on how to create effective and well-implemented English instructional process. Later, it will help them much

when they become real teacher of English leading to create qualified teaching and learning activities in the future.

2. GENERAL REVIEW OF STUDENTS' TEACHING DEMONSTRATION IN TEACHING PRACTICE I

As mentioned in the previous section, the English department students at STKIP PGRI Banjarmasin are obliged to take Teaching Practice Course series. At the academic year of 2016/2017, there are eight classes batch 2014 who are taking Teaching Practice I in this semester. Each class consists of 20 students at average who have to demonstrate their abilities in teaching. Before performing teaching demonstration, the students are required to create lesson plan, prepared teaching material based on syllabus on the grade and level they are teaching to, prepared and/or created learning media, set and designed the classroom activities as well as arranged the teacher talk if it is necessary.

Herewith, we would like to obtain two classes of Teaching Practice I as the samples to be described in this article. Some of students in each class are selected to demonstrate teaching at SMP level and the others are given chance to demonstrate at SMA level one. Basically, the result of micro teaching (teaching demonstration) on those two classes shows that most of them perform good teaching demonstration. They are able to design and accomplish teaching preparation before acting as a teacher. They have known the elements of teaching that should be clearly performed in the classroom. It indicates that all the teaching theories that have been delivered in the previous semester are well prepared by them.

Nevertheless, the disturbing things come from selected English teaching material the students deliver while they are demonstrating the teaching process. The students who are administered to teach SMP level tend to select descriptive text as the material. It is understandable that descriptive text is one of text types or genre that is covered as one of English material to be taught for SMP level along with recount, narrative, procedure, and information report (Kemendikbud, 2016: 2). Further, descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict

or describe the image of a certain person, animal, things, and location or place. The social function of description text is to inform the readers about the illustration of certain persons, places or some things in specific ways.

Majority of students performing descriptive text dominantly talk about a particular person and showing its picture(s). They present mostly about public figure instead of describing thing, animal, place, and others. A described public figure is mostly an entertainment idol or Indonesian artist, for instance: Aliando, Agnes Monica, Rosa, Afgan, Tukul, Dude Herlino, etc. Although describing those particular people is definitely allowed, however, presenting the entertainment idol is very few in giving any positive contributions towards the students' building character. We criticize this issue when reviewing students' teaching demonstration along with their choices presenting entertainment idols. Here are the examples of students' descriptive texts taken from their lesson plans:

Student A:

Afgan, Indonesian Pop Singer

Afgan is one of famous Indonesian pop singer. He was born on 27 May 1989 in Jakarta. He is well known as a talented young singer. Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses. Afgan's favourite music is pop, R & B, Soul and Jazz. That music influence his way to sing. Afgan likes eating. His favourite food is Balado Potato. He loves it because it's delicious.
(taken from lesson plan for teaching demonstration of Student A)

Student B:

Taylor Swift was born in Wyomissing, Pennsylvania, USA at 13 Desember 1989. She is a music country singer. Taylor Swift loves to sing since childhood. Her first song is "Lucky You" which she wrote while still sitting in school. Taylor Swift likes to sing while playing the guitar. Her appearance and performance is simple but charming. Taylor Swift is very beautiful. She is tall and her skin is white, her eyes are blue. Her nose is sharp, she has curly hair, and its color is blond. She won many award such as Album of the Year for Fearless, as well as Best Female Country Vocal Performance and Best Country Song for "White Horse". She also is the Best Female Pop Vocal Performance for "You Belong with me".
(taken from lesson plan for teaching demonstration of Student B)

3. THE NEEDS AND POSSIBILITY OF INFUSING LOCAL WISDOM IN TEACHING DESCRIPTIVE TEXT

Delivering teaching material about descriptive text is not easy for some teachers. The selection of a particular thing, a person, a place, an animal, etc to be described requires some considerations due to the complexity of language features in descriptive text. As many other long functional texts, descriptive may construct text with specific structures and use certain linguistic features in conjunction with particular vocabularies. Jackson and Stockwell (2011:83) mention the language features of descriptive text are as follows:

a. It contains certain nouns, such as: *teacher, house, my cat*, etc;

b. It uses simple present tense;

c. It uses detailed noun phrases to give information about a subject, such as: *it was a large open rowboat, a sweet young lady, the deaf person*, etc;

d. It uses various adjectives which are describing, numbering, or classifying a thing, such as: *two strong legs, sharp white fangs, her curly hair, etc;*

e. Relating verbs to give information about a subject, such as: *My cat is really funny; It has very thick fur; the rest remains at home, etc;*

f. It consists of verbs and feeling verbs to reveal the writer's view, such as: *the police believe the suspect is armed; I think it is a clever animal, etc;*

g. It uses action verbs, such as: *Our new puppy bite our shoes; It eats soft food, etc*

h. It consists of adverb to give additional information about manner, such as: *fast, gradually, at the tree house*, etc;

i. It contains figurative language sometimes, such as: simile or metaphor, e.g. *John is white as chalk, sat tight, etc.*

Due to the complexity of language features in descriptive text as emphasized above, most of students tend to choose to describe particular person rather than describing thing, place, or animal. This is because describing person is simpler in terms of vocabularies selection to mention physical appearance of someone. On the other hand, describing place, thing, or animal may be difficult for those who

does not have much vocabularies knowledge, especially while describing about animal or place that generally use special terms like size, distance, location, weight, characteristics, etc.

In relation with students' selection of material to describe the entertainment idol as examples above, the crucial things that need to be criticized are about these questions:

1. What is the contribution of delivering descriptive text material about entertainment idol?
2. What are the character education values the students get by learning descriptive text containing such entertainment idol?

Criticizing those questions, it is necessary to pay attention that Curriculum 2013 in Indonesia today really emphasizes on integrating character education value through instructional process. According to Kaimuddin (2014:47), Curriculum 2013 orientates and emphasizes on the strengthening of the moral, affective, and value of the concept of KI-1 (spiritual attitude), KI-2 (social attitudes), KI-3 (knowledge), and KI-4 (application of knowledge). Implementation of character education in the Curriculum 2013 can be developed by integrating cognitive, affective, and psycho-motoric aspects to the process of teaching and learning. Moreover, the integration of character education can also be administered through teaching material, students' daily activities at school, teacher and students; activities in the classroom, and so on. Based on the statements above, it is absolutely needed to think about integration of character education on what to teach. Its implementation is not only performed in those three aspects of students' abilities, but also on the instructional process.

One of character education values that can be implemented into English instructional process is building nationalism based on local culture. It implies that the teachers in the context of teaching task are required to adapt to the cultural values prevailing in the local environment. Wahyu (2017:129) states that the education through further pedagogical approach should be based on local wisdom and knowledge as a source of innovation and skills that can be empowered. He also states that the local wisdom can be interpreted as knowledge being derived

from its unique culture, have a relationship with nature in its long history, adapting to local ecological system, that is dynamic and always open to additional new knowledge. In other word, it is a unique local knowledge, derived from local culture as well as the basis of decision-making at the local level in various areas of human life.

Character education in Curriculum 2013 is also recommended to develop local content. A teacher as small personal figure who acts in a classroom and school society as main institution needs to understand the culture of local environment so that he/she can instill and infuse values of local wisdom to the students, that is lived and considered as the cultural heritage of a society. In one side, character education is universal due to its implementation that universally and morally can be adapted. On the other side, character education also has local characteristics, e.g. respecting to tradition and local culture (Albertus, 2012:101).

Relating with the students' teaching demonstration while they are delivering descriptive text about entertainment idol, we strongly recommend them to try considering and infusing the values of local wisdom into the English instructional process. We also emphasize that they can discuss the material about local figure on their descriptive text that has positive character education values rather than just showing an entertainment artist. This is also stated on *Undang-Undang Republik Indonesia nomor 14 Tahun 2005 tentang Guru dan Dosen pasal 23 poin 2* that the implementation of education curriculum should also cover and support local richness based-education.

The possibility of infusing local wisdom into English instructional process can be carried out by recognizing and paying attention to local wisdom around the environment. Observing the environment where we live in, society, local tradition, communication, culture, local public figure, and the other social phenomena will enrich our perspectives about local wisdom. Take for illustration, we live in Banjarmasin, of course, it is definitely we discuss about *Banjarese* local wisdom and culture. It consists of *Banjarese* tradition, local figure or hero, traditional culinary, uniqueness of geographical condition in which most of Banjarmasin area are wetlands and rivers, local tourism object, *Banjarese* house,

etc. There are many local wisdom and richness that *Banjarese* have around students, in this case, for those who live around South Kalimantan.

By knowing and recognizing the local wisdom and richness, it indicates that we have attempt to infuse the positive cultural values existing in our society to create students' building character. Therefore, we need to consider the integration of local wisdom into our class aiming at infusing and supporting character education today. Respecting our nature, society, culture, and others are parts of inviting students to build their attitudes, behaviors, and personalities that leading them into characterized generation.

4.   SOME EXAMPLES OF *BANJARESE* LOCAL WISDOM

Here are some examples of *Banjarese* local wisdom that hopefully can inspire us to integrate it in our instructional process:

a.   Banjarmasin Geographical Area

Banjarmasin as capital city of South Kalimantan has many cultural treasures. The pattern of community life in Kalimantan Selatan nearly 80% is characterized with a distinctive culture, river culture. Since ancient times, the river has become a major traffic lane from a region to other regions so that Banjarmasin is dubbed as the river city or city of thousand rivers (Abdussami in Wahyu, 2017:135). Some of famous rivers in Banjarmasin environment are *Sungai Kuin, Sungai Martapura, Sungai Andai*, etc

b.   *Banjarese* Criticism Tradition of Art

The criticism tradition in *Banjarese* culture more appears in the expression of art. First of all, the art *Madihin* as one of the traditional arts of Banjar is very popular. It is slipped criticism on anyone who is goody and great with subtle satire wrapped in language rhymes, beautiful, poetic, and humorous by using a kind of tambourine. Next, the story of legend is published everyday in Banjarmasin Post, *Si Palui*. This figure is somehow similar to figure Kabayan in West Java, who is portrayed as an innocent, funny, naughty, and unique person, somewhat smart dumb, rather clever and dare fear. He appears as a critic of anyone who considers excessive, arrogant, and presumptuous. The critique target can be themselves and

others, the champion at the village to government officials, the hamlet to the city, son to his parents, wife to her husband, and so on covering various figures face to be criticized (Abdussami in Wahyu, 2017:137).

c.   *Banjarese* Traditional House

South Kalimantan has a wide variety of custom homes. There are eleven Banjar traditional hose types. They are the *Banjarese traditional house in high ridge, tipe gajah baliku, gajah manyusu, balai laki, balai bini, palimasan, palimbangan, anjung surung, tadah alas, joglo*, and *lanting*.

d.   *Banjarese* Culinary

Banjarmasin is also rich of traditional culinary that differs from other cities, such as: *soto banjar, gangan balamak, papuyu bakar, katupat kandangan, nasi kuning hintalu masak habang*, *amparan tatak, bingka barandam*, etc.

e.   *Banjarese* Local Figure

Kalimantan Selatan has many famous and influential figures in the history of *Banjarese culture*. Banjarmasin local figure relates with the local history connecting to special event occurs in the past, for instance: war, death, violence, etc. Hence, some of them are legally immortalized as the name of particular place and highway, such as: *Pangeran Antasari* who is immortalized as the name of traditional market and *Syamsuddin Noor* who is also taken as the name of Banjarmasin airport. The others are taken as name of main highway in Banjarmasin, such as: *Puteri Junjung Buih, Pangeran Lambung Mangkurat, Sultan Adam, Muhammad Arsyad Al Banjari, , Hasan Basry*, etc.

5.   INFUSING LOCAL WISDOM IN TEACHING DESCRIPTIVE TEXT

As mentioned in the previous section, it is possible to infuse such local wisdom into English instructional process. In case of teaching descriptive text, here is the example of lesson plan containing local wisdom material for SMP level that can be adapted based on students' needs.

LESSON PLAN

School Identity   : SMP ABC Banjarmasin
Grade/ Semester   : VII/ I
Time Allocation   : 2x40 minutes
Material   : Descriptive Text
Skill   : Reading

A. Main Competence (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

Indicators:

1. Finding out main idea on the descriptive text provided
2. Finding out specific information on the descriptive text provided
3. Identifying social function on the descriptive text provided
4. Identifying generic structure on the descriptive text provided
5. Identifying language features on the descriptive text provided

C. Learning Objectives

By the end of the lesson, the students are able to:
1. Find out the specific information and the main idea on the descriptive text provided.
2. Identify the characteristics (social function, generic structure, and language features) on the descriptive text provided.

D. Materials

Descriptive Text

Bekantan, the Long Nose Monkey

The dense forest in Kalimantan is a home for hundreds of species of animals. Besides orangutan, there is one kind of ape that can only be found in Kalimantan. This ape is known as Bekantan or the long-nosed monkey. Bekantan is a reddish-brown arboreal monkey. A distinctive feature of this monkey is the male's large nose from which it takes its name. The nose is thought to be used in mating. The nose can reach up to 17.5 cm in length. Besides attracting mates, the nose serves as a resonating chamber and works as amplifying their warning calls. Males are much larger than females.

Male Bekantan can reach up to 72 cm in body length, with an up to 75 cm tail, and can weigh up to 24 kg. Female Bekantan can reach up to 60 cm long and can weigh up to 12 kg. Bekantan also has a large belly as a result of its diet. Their foods consists mainly of seeds, leaves, mangrove shoots, and unripened fruit. Like other monkeys, Bekantan climbs very well. It is also a good swimmer. It often swims from island to island.

E. Media and Learning Resources

- Powerpoint slides
- Laptop
- LCD
- Relevant textbook
- Relevant other sources (newspaper, internet, etc)

F. Instructional Process

1. *Opening activities*
   a. Praying and checking students' attendance

    b. Activating students' background knowledge by delivering some questions about description of a person, an animal, or a thing

    c. Asking students to think about a person, an animal, or a particular thing occur in their minds

    d. Asking some of students to briefly describe and figure out a person, an animal, or a particular thing they have chosen

    e. Explaining the learning objectives of the lesson today

2. *Main activities*

    a. Displaying picture of *Bekantan* by using LCD

    b. Asking students to observe the physical appearance of *Bekantan* from the displayed picture and asking some of them to describe it orally

    c. Explaining the characteristics of descriptive text (social function, generic structure, and language features)

    d. Distributing a piece of paper consisting of descriptive text about *Bekantan* to all students

    e. Asking students to read the text loudly. One student reads one sentence in turns

    f. Discussing with the class to identify the characteristics of descriptive text can be found out from the text

3. *Closing activities*

    a. Summarizing the material has been learned today along with the students

    b. Reinforcing the material has been learned today

    c. Giving task to students creating mind map based on what has been described on *Bekantan* text

G. Assessment

    a. Process-based assessment by observing the students' affective aspects, such as: religious, responsible, care, responsive, polite, nationalism, etc.

    b. Product-based assessment by assessing the students' response from the indicators.

Indicators	Technique of assessment	Form of assessment	Instrument
Finding out main idea on the descriptive text provided	Oral	Oral question	What is the main idea of the text?
Finding out specific information on the descriptive text provided	Oral	Oral question	1. Can you find out the specific information of the text? 2. Mention the specific information that you can find from the text!

Identifying social function on the descriptive text provided	Oral	Oral question	What is the function of descriptive text?
Identifying generic structure on the descriptive text provided	Written	Written answer	Find out and identify the generic structures that you can find from *Bekantan* text and write it down on your book!
Identifying language features on the descriptive text provided	Written	Written answer	Find out and identify the language features that you can find from *Bekantan* text and write it down on your book!

H. References

    a. Textbook
    b. Other relevant sources from internet, mass media, etc

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Acknowledged by,

Head Master   Teacher

…………….   ………………

6. CONCLUSION

Most of teachers state that descriptive text is one of the easiest text types to be taught to students. Learning from teaching demonstration of Practice Teaching I activities at the English Department of STKIP PGRI Banjarmasin, we can conclude that in special case, delivering teaching material about descriptive text is not easy. Indeed, selecting appropriate descriptive text material should consider many views that hopefully can give good impact to students. Not only will contribute to cognitive aspect of students, but also contributing to develop students' affective domain. One of the ways to build students' affective domain is

infusing local wisdom as a part of teaching and learning activities. Therefore, local wisdom relates with cultural heritage of a society. Respecting to local wisdom should be instilled to build students' characteristics and attitudes. Developing good character education on local wisdom indicates the opening on the richness of other culture universally and it is one of practical strategy in development of character education at school.

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