Exploring Local Wisdom in Learners' Speech Production: Reflecting High-Order Thinking Skills in Developing Material Design

Exploring Local Wisdom in Learners' Speech Production: Reflecting High-Order Thinking Skills in Developing Material Design

Lilla Musyahda[*], Layli Hamidah, Anna Dewanti

Universitas Airlangga, Surabaya, Indonesia

lilla-m@fib.unair.ac.id

Abstract

The phenomenon of foreign language mastery shall always be the main issue in the pedagogy. It leads to the existence of either bilingual or multilingual English Department students in which they can communicate in such a way related to the circumstances where they live. However, it is not reflected in some achievement tests written by the teachers. Ideally, they should reflect progress, not failure. They have to reinforce the learning that has taken place, not go out of their way to expose weakness. Meanwhile, the classical class of Speaking has some obstacles in gaining the ultimate goal. Therefore, the writer would like to tailor an instruction that views the class as end product tasks in the framework of High Order Thinking Skills to design language materials for the Speaking class. The main idea of this study concerns the ability of language users to pair speech production within the contexts. It reflects the cultural values that can be explained and made sense of independently established cultural priorities. It is an approach emphasizing the construction of speech production as the main idea to be focused on. It stresses that speaking of bilingual is the process of constructing within a local context. Moreover, it also has a central role to play in the act of creating text. It also increases students' awareness of alternative ways of studying and exploring their ability to express their ideas in different cultural contexts as well. The context-description of students' works refers to knowledge of appropriate subject matter which promotes the value of local wisdom. It will then be assessed with speech-production rubrics which all criteria are evaluated at the same time to see the progress of the learners.

Keywords: Cultural context; speech production rubrics; materials design; high-order thinking skills

1. Introduction

High-order thinking skills indicate the cognitive processes that enable individuals to think critically, creatively, and independently. These skills are essential for learners' speech production to analyze information, evaluate arguments, and generate original ideas. For example, when learners are asked to present a persuasive speech, they need to use high-order thinking skills to research their topic, identify the main arguments, and develop a coherent and convincing argument. Similarly, when learners participate in a group discussion, they need to use the skills to listen actively, ask insightful questions, and respond thoughtfully to others' ideas.

Speaking is one of the four macro skills necessary for effective communication in any language, specifically when speakers are not using their mother tongue in detail to enhance the development of speaking by utilizing syllabus design, principles of teaching, and types of the international community. As for the significant role of speaking in classroom activity, Bailey (2005) and Goh (2007) detailed how to enhance the development of speaking by utilizing syllabus design, principles of teaching, types of tasks and materials, and speaking assessment.

Students have limited exposure to speaking English outside the classroom and members of the international community. Meanwhile, speaking for classroom activity in the context of learners leads to the attention of tailoring the concept of local wisdom as one of the views to conceptualize the material and syllabus design.

2. Defining Local Wisdom

Local wisdom, which is also known as native or customary knowledge, embodies the gathered perceptions, customs, and principles that have been transmitted across generations within a distinct community or culture. It mirrors the distinctive manners in which a society has engaged with and acclimated to its surroundings, encompassing diverse spheres of life. According to Putra (2011), local wisdom comprises a set of knowledge and practices to solve problems or difficulties faced coherently and exactly. Sayuti (2012) further stated that the use of local wisdom is motivated by the goal of seeking national identity which probably is lost because of the process of acculturation or transformation that happens continuously within a society. Using local wisdom through cultural education could hinder students from being confined in an alienated situation. Through local wisdom, they do not have to be someone else in other people's culture.

Permana (2010, p. 4-6) suggested six dimensions of local wisdom which can be elaborated on as follows:

a. **Local Knowledge Dimension**: Each individual inherently possesses local knowledge linked to their environment. This knowledge pertains to the shifts and patterns of dry and wet seasons, varieties of flora and fauna, and geographical, demographic, and sociographic conditions. This familiarity stems from extended habitation in an area, enabling adaptation to changing circumstances. This adaptive capacity contributes to their understanding of the natural world.

b. **Local Value Dimensions**: Every community establishes internal regulations or values that serve as guidelines for communal living, upheld and consented to by all members. These values typically govern the interactions between humans and their deities, among humans themselves, and between humans and nature. These values evolve, incorporating past, present, and future perspectives, adjusting with the progress of the community.

c. **Local Skill Dimensions**: The local skills possessed by each community member are essential for survival. These skills encompass basic activities like hunting, gathering, agriculture, and cottage industries. These local skills are sufficient to meet the family's requirements.

d. **Local Resource Dimensions**: Local resources span both non-renewable and renewable natural resources. These resources are employed by the community based on necessity, without excessive exploitation or commercialization. They manifest in diverse forms, for instance, forests, gardens, water sources, farmland, and settlements. Utilization of these resources is a collective endeavor.

e. **Dimensions of Local Decision Making**: Essentially, every society possesses its distinct local governance, often referred to as tribal governance. This governance structure mandates that citizens adhere to certain civic responsibilities. Each community employs a distinctive decision-making mechanism, some practicing democracy, while others adopt hierarchical, multilevel, or tiered approaches.

f. **Dimensions of Local Group Solidarity**: Communities commonly unite through shared bonds to establish local solidarity. Various means are employed to bind citizens, including religious rituals or ceremonies. Members of the community cooperate based on their roles and functions, as seen in collaborative efforts such as rice cultivation and mutual labor.

Moreover, according to Permana (2010, p. 10), "local wisdom is often associated with local communities." The term "local wisdom" is often interpreted in foreign languages as local wisdom, local knowledge, or local intelligence. These three terms encapsulate the enduring cultural understanding that has been transmitted across generations for centuries, if not millennia, by local populations. Rooted local wisdom resists the influences and contamination of external cultures.

Learning a language also means learning culture. When learning a foreign language, someone is directed to comprehend and absorb the culture of the targeted language. In this case, using local wisdom in the teaching of a foreign language becomes imperative to evade the possibility of making students feel inexplicable with the new culture in the new language. Local wisdom could be contrasted and compared with the culture of the targeted language based on similar themes to evoke students' understanding of the use of certain language functions. When discussing colors, for example, a teacher could describe the color names in the targeted language and compare it with students' local knowledge of color. During a scavenger hunt activity in the targeted language, for instance, the teacher could use vocabulary from the local skill dimension of local wisdom to talk about hunting, gathering, or agriculture.

There have been a lot of scholars, especially from Indonesia, who tried to incorporate local wisdom into their teaching of foreign languages, particularly English teaching. Mulyati and Soetopo (2016) integrated indigenous culture into the instruction of reading comprehension, specifically focusing on narrative texts intended for eight-year-old students. They achieved this by designing digital comics that incorporated elements of local culture. Prasetyo (2016), on the other hand, asserts that employing folklore offers numerous advantages. These advantages encompass the conservation and admiration of Indonesian cultural heritage, aiding learners in acquiring cultural insights, and fostering the development of positive character traits among learners. Furthermore, Albanti and Madkur (2018) emphasize the significant role of incorporating content based on local wisdom into English teaching. They elaborate on classroom activities and the instructional process for teaching linguistic skills within the classroom setting. In addition, Septy (2016) elucidates strategies for integrating local wisdom-centered content into English instruction, aiming to seamlessly merge learners' linguistic proficiency with their ethical development. Septy identifies specific moral principles and societal norms derived from distinct local wisdom sources, subsequently infusing them into the educational content implemented within the classroom. Moreover, Septy innovatively incorporates these local wisdom-based materials into captivating instructional media employing modern information and communication technology (ICT).

3. The Integration Between Local Wisdom and HOTS

At first glance, local wisdom and high-order thinking skills may seem like disparate concepts. However, delving deeper into their nuances reveals a profound interconnection. Higher Order Thinking Skills (HOTS) is a concept that is part of Bloom's (1956) general classification of learning and thinking skills, consisting of two major levels- Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) (Jusnaeni, 2020). Setyarini and Ling (2019) explain the concept of Higher Order Thinking Skills (HOTS) within the context of education, describing it as the intricate and sophisticated cognitive process involving the examination, assessment, and formulation of complex judgments. Elaborating upon the components of HOTS in finer detail, Chidozie, Yusri, Muhammad Sukri, & Wilfredo (2014) assert that analysis entails the capability to deconstruct information into meaningful constituent parts and subsequently rearrange them to create a coherent whole. Moreover, evaluation is characterized by the ability to reflect upon information and establish sound judgments and conclusions. Furthermore, the highest tier of these skills is creativity, denoting the capacity to generate original concepts or ideas.

Based on the concepts brought about by local wisdom and HOTS, it is clear that integrating local wisdom into education exposes students to diverse worldviews and alternative perspectives, evoking cultural synthesis. This exposure encourages synthesizing ideas from different sources, fostering creativity and enhancing the ability to generate novel solutions. The act of blending traditional knowledge with contemporary concepts can lead to innovative breakthroughs that draw from both the past and the present. Moreover, many local wisdom traditions are rooted in practical problem-solving. They offer innovative solutions to challenges specific to a particular environment or community. By studying these traditions, students can engage in contextual problem-solving exercises that require them to analyze unique situations, synthesize relevant information, and evaluate the effectiveness of traditional approaches. This process nurtures higher-order thinking skills such as critical analysis and evaluation.

The collaboration between local wisdom and Higher Order Thinking Skills (HOTS) has the potential to be incorporated into the development of educational resources. Educational materials grounded in local wisdom function as a vehicle for instilling cultural principles and are easier to comprehend due to their contextual nature, proximity to students' surroundings, and potential to elevate learning achievements (Anggramayeni, Yolida, & Marpaung, 2018; Zinnurain & Muzanni, 2018). These educational resources based on local wisdom become more valuable if they encompass cultural values and contribute to honing essential 21st-century survival skills. Among the crucial skills demanded are higher-order thinking skills, which can be practically employed in various scenarios.

4. Teaching Speaking and Material Design

Speaking is a cognitive process in which learners draw on their working memories of words and concepts to have sufficient content and background knowledge to speak (Nunnan, 2003). Furthermore, it is one of the four macroskills required for efficient communication in any language, especially when speakers are not speaking in their native language. To comprehend human contact, we must comprehend 'interactional' meanings communicated orally and in writing.

The process approach to teaching speaking to English learners emphasizes gradual skill development. It involves pre-speaking activities (planning), speaking tasks (interaction), and post-speaking reflections (evaluation). Learners engage, practice, and refine their speaking abilities through meaningful communication and structured feedback.

The objective of the process approach to teaching speaking for English learners emphasizes authentic communication, encouraging students to engage in meaningful discussions, role plays, and real-life tasks. Through interactive and collaborative activities, it focuses on fluency, active participation, and gradual skill refinement.

To accommodate the approach, checking the taxonomy of micro- and macro-skills in speaking production will be advisable. It will assist the teacher in choosing the means of procedure for conducting the assessment process.

The taxonomy of micro- and macro-skills in speaking (Brown, 2014).

a.   Micro Skills

Micro skills in speaking are the specific linguistic and non-linguistic elements that contribute to effective communication, including: (i) Phonetic Accuracy: Focusing on the correct pronunciation of individual sounds, stress patterns, and intonation for clear communication; (ii) Vocabulary Choice: Selecting words appropriate to the context and audience, including precise nouns, verbs, adjectives, and adverbs; (iii) Grammar Usage: Using grammatical rules to construct accurate sentences and convey meaning effectively; (iv) Fluency: Speaking smoothly and with minimal hesitations, allowing for natural and coherent conversation; (v) Articulation: Clear and distinct formation of individual sounds and syllables; (vi) Intonation and Stress: Using appropriate pitch patterns and emphasis to convey meaning and emotion.

b. Macro Skills

Macro skills in speaking encompass broader communication abilities that involve combining micro skills effectively, including: (i) Coherence and Cohesion: Organizing ideas logically and linking them to create a coherent speech; (ii) Interactive Communication: Engaging in real-time conversations, including active listening and responding appropriately; (iii) Negotiation of Meaning: Clarifying and confirming understanding during conversations, especially when there is ambiguity; (iv) Expressing Ideas and Opinions: Articulate thoughts, share personal viewpoints and support them with relevant details; (v) Conversational Strategies: Utilizing turn-taking, interruptions, and other conversational devices for effective communication; (vi) Using Communication Strategies: Employing circumlocution, paraphrasing, and rephrasing when faced with vocabulary or grammar gaps; (vii) Fluency and Accuracy Balancing: Striking a balance between speaking fluently and maintaining grammatical accuracy; and (viii) Engaging with Audience: Adapting speech to suit the needs and interests of the listener or audience.

It is clear that a speaking class that uses a process-oriented approach prioritizes the student. The lesson encourages students to initiate and actively exchange ideas. Interactive classrooms allow learners to participate in activities such as group collaboration, brainstorming, and criticizing peer work rather than doing a solitary activity.

The process-oriented classroom necessitates the teacher's position as a facilitator, as the class focuses on the learner's ongoing process. In such a large class, the teacher's job can be rather challenging because the students require both instruction and judgment. In this situation, a response to the student's activities, followed by a brief conversation with the students, is requested. Here are some strategies for providing effective feedback on students' speaking drafts, which is crucial for their learning progress. Here are some strategies to consider:

1. Positive Reinforcement: Begin with positive comments about what students did well. Highlighting strengths builds confidence and motivation.
2. Specific Feedback: Offer concrete feedback on pronunciation, grammar, vocabulary usage, and fluency. Addressing specific areas helps students focus on improvement.
3. Error Highlighting: Point out errors without correcting them immediately. Encourage self-correction by asking guiding questions like "Can you think of a different word?" or "Did you notice anything wrong?"
4. Modelling: Demonstrate correct pronunciation, intonation, or sentence structure, and ask the student to imitate. It helps them grasp the proper way to express themselves.
5. Focused Corrections: Prioritize significant errors that affect comprehensibility. Addressing too many mistakes at a time can overwhelm learners.
6. Recast and Repeat: Repeat the student's sentence with the correction, providing a subtle way to highlight the error and the appropriate structure.
7. Clarification Requests: When something is unclear, ask the student to explain or rephrase. It encourages them to think critically about their speech.
8. Suggesting Synonyms: If a word choice seems inappropriate, offer synonyms that convey their intended meaning better.
9. Ask for Clarification: When students use a complex structure, ask them to elaborate or simplify. It helps ensure them understand the structures they are using.
10. Prompt for Details: Encourage elaboration by asking open-ended questions about their topic. It fosters extended responses.
11. Language Recycling: If you notice recurring errors, provide mini-lessons or exercises to target those specific areas.
12. Provide Examples: Offer example sentences that demonstrate the correct usage of a particular structure or word.
13. Encourage Self-Assessment: Have students listen to their recordings and identify improvement areas. It cultivates self-awareness.
14. Set Goals: Collaboratively set achievable goals for the student's next draft. It gives them a clear direction for improvement.
15. Peer Feedback: Incorporate peer review sessions where students provide constructive feedback to each other. It develops critical analysis skills.
16. Role Plays: Engage in role plays to simulate real-life conversations. Then, discuss strategies to enhance communication in specific scenarios.
17. Focus on Communication: Emphasize that communication is vital, and minor errors should not hinder their message.
18. Use Rubrics: Create simple rubrics that outline criteria for effective communication. Students can use these to evaluate their drafts.
19. Variety of Topics: Encourage diversity in topics to challenge students' vocabulary and adaptability.
20. Encourage Practice: Suggest specific practice activities, such as tongue twisters, shadowing, or retelling stories to enhance speaking skills.

It is also encouraged that feedback should be balanced, constructive, and tailored to the student's level. It should guide them toward improvement while maintaining a positive and supportive learning environment.

5. Assessment of Oral Production Skills

To accommodate the goal of learning instructions, despite cultural differences, the view of the speaking class has to be explored in various activities. They can be attributed partially to cultural influences, hopefully motivating the learners to achieve their goals.

Table 1. An example of a table.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Pronunciation & Intonation	Rich vocabulary; sophisticated use of grammar structures enhances speech.	Generally clear pronunciation; intonation mostly accurate, supporting communication.	Pronunciation sometimes affects understanding; intonation may be uneven.	Pronunciation consistently hinders comprehension; intonation is difficult to follow.
Vocabulary & Grammar	Smooth and consistent flow; pauses are well-placed for emphasis or clarity.	Appropriate vocabulary and grammar usage; occasional errors do not impede communication.	Adequate vocabulary and grammar; some errors may hinder clarity.	Limited vocabulary and grammar usage; errors significantly impact understanding.
Fluency & Flow	Engaging and coherent content; ideas are well-organized and easy to follow.	Generally fluent with some hesitations; pauses do not disrupt overall communication.	Occasional disruptions in flow; hesitations and pauses occasionally interrupt speech.	Frequent hesitations and disruptions in flow; pauses affect overall comprehension.
Content & Coherence	Demonstrates advanced critical thinking skills; provides insightful analysis and synthesis.	Content is generally clear and coherent; organization is mostly effective.	Some issues with content clarity and organization; may be challenging to follow.	Content lacks clarity and organization; ideas are difficult to understand.
High-Order Thinking	Deep understanding of cultural elements; integrates local wisdom effectively.	Shows evidence of critical thinking; analysis and synthesis are mostly coherent.	Limited evidence of critical thinking; analysis and synthesis may lack depth.	Little evidence of critical thinking; analysis and synthesis are minimal.
Cultural Insight (if applicable)	Confident and engaging delivery; body language supports communication.	Shows understanding of cultural aspects; local wisdom is incorporated to some extent.	Limited cultural insight; local wisdom integration is limited or unclear.	Lacks cultural understanding; does not effectively integrate local wisdom.
Delivery & Body Language		Generally confident delivery; body language enhances communication.	Delivery is somewhat hesitant; body language occasionally distracts.	Delivery lacks confidence; body language undermines communication.

It is suggested that this rubric be customized based on the specific objectives and requirements of specific assessments. Ensure that the criteria are clear, relevant, and aligned with the learning outcomes to be achieved. Also, consider providing detailed descriptions of each level to guide educators and learners in understanding the expectations.

6. Conclusions

In conclusion, exploring local wisdom in learners' speech production is a remarkable approach that transcends the boundaries of language learning. By delving into the rich tapestry of cultural heritage and integrating it into material design, educators can effectively foster high-order thinking skills among students. This symbiotic relationship between language acquisition and cultural appreciation enhances linguistic competence and nurtures a deeper understanding of the world around us. The incorporation of local wisdom prompts learners to engage in critical analysis, evaluation, and synthesis of information. It reflects their higher-order thinking skills, enabling them to go beyond rote memorization and embrace a more profound comprehension of language nuances and contextual meanings. As learners immerse themselves in the intricacies of local idioms, metaphors, and linguistic subtleties, they embark on a journey that requires creativity, problem-solving, and effective communication.

Developing a material design that integrates local wisdom offers an innovative platform for pedagogical enhancement. It introduces authenticity and relevance to language learning, bridging the gap between the classroom and real-world communication scenarios. Moreover, exposure to diverse cultural perspectives cultivates empathy, open-mindedness, and respect for differences among learners. Nowadays, communicating effectively across cultures is paramount in a world characterized by globalization and interconnectedness. The exploration of local wisdom not only bolsters language proficiency but also equips learners with intercultural competence. As they navigate the complexities of local expressions, learners gain insight into the values, beliefs, and norms that shape language use.

Moreover, the infusion of local wisdom into learners' speech production encapsulates the essence of holistic education. It nurtures linguistic excellence, hones higher-order thinking skills, and fosters cultural understanding, all of which are integral to producing adept communicators and culturally aware global citizens. This approach exemplifies education's transformative power, which transcends language acquisition and delves into broader personal and societal enrichment.

References

[1]   Albantani, A. M., & Madkur, A. (2018). Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia. International Journal of Applied Linguistics and English Literature, 7(2), 1–8. doi: 10.7575/aiac.ijalel.v.7n.2p.1

[2]   Anggramayeni, A., Yolida, B., & Marpaung, R. R. T. (2018). Efektivitas Bahan AjarBerbasis Kearifan Lokal terhadap Aktivitas dan Hasil Belajar Peserta Didik. Jurnal Bioterdidik: Wahana Ekspresi Ilmiah, 6 (5). Retrieved Fromhttp://jurnal.fkip.unila.ac.id/index.php/JBT/article/view/1672

[3]   Chidozie, C. C., Yusri, K., Muhammad Sukri, S., & Wilfredo, L. H. (2014). Implementing higher order thinking skills in teaching and learning of design and technology education. International Seminar Proceedings on Technical and Vocational Education

[4]   Jusnaeni, N. (2020). Students' Perception Toward Higher Order Thinking Skills (HOTS) Used by English Teacher at Sma Negeri 2 Wajo (A Descriptive Research) Makassar Muhammadiyah University [Unpublished Undergraduate Thesis]

[5]   Mulyati, T. & Soetopo, D. (2016). A Touch of Local Wisdom: The Learners' Voice. Jurnal Pendidikan Bahasa, 5(2), 294–306.

[6]   Permana, C.E. (2010). Kearifan Lokal Masyarakat Badui dalam Mitigasi Bencana. Jakarta: Wedatama Widya Sastra.

[7]   Prasetyo, A. (2016). Folklore in EFL: The Local Wisdom Implementation of Indonesian Curriculum. Journal of ELT Research, 1(2), 194–199. doi: 10.22236/jer_vol1issue2pp194-199

[8]   Putra, H.S.A. (2011). "Jejak Sastra dan Budaya". Proseding Seminar Internasional Persembahan untuk 70 Tahun Prof. Dr. Siti Chamamah Doeratno. Jogjakarta: Elmater

[9]   Sayuti, S.A. (2012). "Kearifan Lokal untuk Membentuk Karakteristik Anak". Anak-anak dan Lingkungan Budayanya. Makalah Seminar Nasional, Yogjakarta 22 November.

[10]   Septy, A. P. (2016). Managing Local Wisdom in English Teaching Materials. In Proceeding of the Fourth International Seminar on English Language and Teaching (ISELT-4) (pp. 81–88)

[11]   Setyarini, S., & Ling, M. (2019). Promoting Higher Order Thinking Skills in Storytelling for Teaching English to Young Adolescents in 21st Century. KnE Social Sciences, 3(10), 155–164. https://doi.org/10.18502/kss.v3i10.3897

[12]   Zinnurain, Z., & Muzanni, A. (2018). Pengembangan Buku Ajar Berbasis Kearifan LokalPada Siswa Kelas V Sekolah Dasar. Jurnal Ilmiah IKIP Mataram, 4(2), 63– 69