AN ANALYSIS OF TEACHERS' DIFFICULTIES IN INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 3 LAHEWA

By Mita Pril Santi Lase

AN ANALYSIS OF TEACHERS' DIFFICULTIES IN
INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE
TEACHING AT SMK NEGERI 3 LAHEWA

UNDERGRADUATE THESIS

By:

Mita Pril Santi Lase

Student ID Number : 202108050

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NIAS

2024

i

CHAPTER I

INTRODUCTION

1.1. Background of the research

Education is a process that involves the passing on of knowledge, skills, values, and behavior from a more experienced generation to a more easily educated generation through various learning environments and methods. Education is an effort intended to transfer cultural values from one generation to the next, with the aim of creating a structured learning environment so that students can actively develop their potential, including in the spiritual, religious and self-control aspects, personality, intelligence , noble morals, and skills that are useful for oneself and society (Rahman et al., 2022). Education is a continuous and never-ending process, so that it can produce a sustainable quality, which results in the renovation of the human figure for the future, and the eradication of the nation's cultural values (Sujana (2019). This definition includes important elements of education, including the process of transferring knowledge and developing skills and values that are important for individual and societal growth. Education should be a targeted means for developing each person's potential in order to realize the goal of realizing a fully humane person. Education that can foster the future development of students is education that can help people become more capable of facing and resolving various kinds of life challenges. Therefore, education needs to pay attention to the potential conscience and talents of students. Because these people must use the knowledge they gain to overcome various problems they will face in the future and in everyday life, the concept of education feels very relevant today because they are part of society and the world of work.

English is one of the subjects in education in Indonesia. For high school students, English is a mandatory subject taught in order to develop students' knowledge, ability to communicate in English, and a positive attitude towards the language. According to Ratmaningsih (2019) the aim of

teaching English in Indonesia is so that studentscan communicate with native speakers of the language. Moreover, with the current trend of globalization, teaching English lessons that can be integrated with the value of local wisdom is English is highly prioritized for students in high school special education so that these students can communicate well in various subjects and interact with students from other countries. Students who have good English skills can communicate ideas and share them with others in the school community or with strangers. However, there are still many upper secondary students who have difficulty expressing their ideas, opinions and questions in English using clear and accurate language. For Indonesians, English is considered a foreign language; this is a personal challenge for students (Eny, 2020) in (Danis Anindita Putri, Mega Febriani Sya).

Nowadays, learning English is important as a international languages. Indicative of this trend is the increasing number of foreign language courses offered in our country. In order to be able to speak English well, students not only learn about the language itself, vocabulary or language structure, but students must study the culture of the foreign language being studied. The process of learning a foreign language sometimes involves learning a foreign culture. In this situation, students will receive both positive and negative feedback. The positive impact is that students will be able to communicate effectively using clear grammar and clear context in the English they learn. However, it is likely that most students will be negatively impacted by the foreign language they study, perhaps even causing them to no longer interact with their own language. It cannot be denied that in today's world, many people believe that foreign cultures are more interest from their own culture they feel they have a good lifestyle and mindset by adopting a foreign culture. The large number of school-aged children's interest in foreign culture increases awareness of the need to preserve and promote local culture as an important component in language teaching at school, especially in learning English.

In Indonesia, it includes elements local wisdom in learning is mandate of the national education system in the country. Local wisdom has the

potential to be used in the educational development paradigm. Learning models, open materials, development curriculum, even evaluation, everything can be done used to maintain local wisdom itself Manuhutu, N. at al (2023) In addition, agenda regarding internalizing local wisdom in law Indonesia's national education system number 20 year 2003 article 36 concerning curriculum. It is claimed that education in Indonesia must be linked and emerged with local wisdom and teak the nation's self in the teaching and learning process in class. However, the reality on the ground is what happened is that teachers sometimes find it difficult to Incorporating the concept of local wisdom their lessons.

Local wisdom-based education plays an important role in fostering positive and constructive character for students, schools, and the surrounding community. According to Rummar (2022), the goal of local wisdom-based education is to help students recognize the local superior potential of their residential area, as well as understand various aspects related to local wisdom. Local wisdom values can help students understand learning broadly and are not limited to the concept of knowledge alone, but can be applied in everyday life (Shufa, 2018). Local wisdom-based learning is important for teachers to implement in learning because it can increase students' knowledge and understanding and can be used as a contextual learning medium that is close to students' lives. Local wisdom-based learning can also instill a love for Indonesian culture, instill positive character in accordance with the values of the nation's ancestors and equip students so that they do not commit deviant acts in the era of rapid globalization and are able to face all problems outside of school.

According to Halim in Nuryana, (2021) foreign culture has indirectly harmed local culture. The entry of foreign culture has brought many changes and negative impacts on society, such as the dominant way of dressing, using tight and short clothes, speaking rudely, using slang, playing online games, and many more which have made people start to forget and abandon the values of local wisdom. that they have. For this reason, education as an effort to educate, teach and provide motivation is very necessary to be able to

preserve existing local wisdom values. So education functions to apply local wisdom values. In the educational context, cultural, ethnic and linguistic diversity is an important asset that must be utilized optimally in the learning process. For this reason, in teaching and learning activities, it is very important to integrate local wisdom to support national education goals. Learning that internalizes the value of local wisdom can make students not only know their own identity, but also know other local identities from other regions in the republic (Sari, 2021). Tila'ar (2002:9) also believes that education is a process of sowing the seeds of human culture and civilization that live and are supported by the values that develop and are developed in a community.

Therefore, it is important for English language education in Indonesia to include local wisdom as a way to encourage students to love local culture and wisdom which will have a positive impact on students and prevent them from losing their regional cultural identity. To ensure the preservation of local culture, efforts must be made by teachers to instill local culture or wisdom in students in collaboration with English language learning.Learning a foreign language requires integration of local culture. This is done to instill local values and reduce the bad influence of foreign culture, especially Western culture, brought by globalization. Sarinah (2019) stated that local wisdom values can be integrated into learning.

Margana in Muhamad 2020 students are also equipped with non-linguistic knowledge, one of which is socio-cultural knowledge which is integrated into English language learning. Local wisdom is customs that are unique to a place and reflect the social life there. Local wisdom values and practices are embedded in certain communities and are communicated continuously. Local wisdom refers to the values inherent in local communities and used by local residents to uphold their identity, fulfill basic needs, and achieve life goals (Irwan et al., 2019; Rifa'I, 2019). Some examples of local wisdom are regional songs, rituals, customs, and other regional elements. In the context of education, local wisdom can be a credible and relevant learning source, and plays an important role in

shaping the character and identity of students. This approach recognizes the customs and traditions that exist in local communities and incorporates them into the curriculum and teaching strategies (Drani & Susanti, 2022). Especially in English language learning, local wisdom knowledge greatly improves the educational process. This includes inherited wisdom, cultural norms, beliefs and traditions that are embedded in a particular community and passed down from generation to generation. Incorporating local knowledge into English language teaching helps students develop identity, character, and awareness of their cultural background in addition to making the material more meaningful to them.

Local wisdom-based learning is teaching that incorporates local values, customs, traditions and wisdom into the teaching process based on local knowledge (Torro et al., 2021). In learning English, the culture of the country of origin must be preserved very carefully so that their identity and integrity are reflected in their character and spirit of nationalism. Then, the management of English language teaching must be taught by professional and skilled teachers taking into account local wisdom. Apart from that, language learning, especially English, consists of basic principles of life which are transferred socioculturally through several socio-cultural values and norms which are used as guidelines in everyday life (Sari, 2021). Recognition and application of local wisdom in English language learning has a significant impact on students. The integration of local wisdom in English learning allows students to understand the values held dear by their culture. For example, values such as compassion, mutual cooperation, honesty and respect for others can be explained and understood through the context of local wisdom. This helps students to appreciate and understand more deeply what is considered important in their culture.

The learning materials tend to be science-oriented 'pure', relying on students' cognitive interests without trying to explore returning local cultural wisdom integrated into the learning system Rahma Kurnia Sri Utami in Wuri wuridanani 2020. To enable students to know and not forget their culture, teachers are needed who can internalize the values of local wisdom

in daily learning so that students can preserve the existing culture. They have a much greater role in shaping students' cultural identities. In the context of English learning, teachers who deeply understand local wisdom have great potential to integrate it into teaching, thereby strengthening the connection between English as a global language and local wisdom as an integral part of students' cultural identity. The teacher also acts as a facilitator in the learning process. They not only deliver lesson material, but also guide students to explore and understand the concepts being taught. In the context of local wisdom, teachers can organize projects that involve research about local culture, the creation of works of art inspired by local traditions, or language games that introduce local terms. In this way, students not only gain knowledge of English, but also deepen their understanding of their own culture.

Teachers as educators who have a deep understanding of the learning process. A teacher is someone who have the qualifications and competence as a learning agent, healthy physical and spiritual, and able to realize national education goals Mawardi, 2020. It is hoped that it can integrate local wisdom in English language learning to creates a more meaningful learning experience for students, because they can see the connection between English as a global language and local wisdom as an inseparable part of their cultural identity. For example, by using local stories or traditional songs in English learning, teachers can enrich students' learning experiences while also strengthening their sense of pride in their own culture. Thus, the role of teachers in shaping students' cultural identity cannot be underestimated.

By being a model, facilitator, teacher of course faces various difficulties in integrating local wisdom into English language learning which needs to be thorough so that it can provide information regarding the obstacles and difficulties faced by the teacher. Based on this phenomenon, researchers are interested in exploring more deeply and conducting research with the title **"An Analysis of Teachers Difficulties in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa".**

1.2 Focus of the Research

Based on the background above, focus of the research is:

1. To analyze the English teachers'difficulties in integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa

2. To analyze the factors influence teachers difficulties in Integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa

3. To describe the teachers perspective in integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa

1.3 Formulation of the Research

Based on the focus of the research the formulated of the problem is :

1. What are the teachers difficulties in integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa

2. What are the factors influence the teachers difficulties in integreting local wisdom in english language teaching at SMK Negeri 3 Lahewa

3. How the teachers perspective in integrating local wisdom in English language teaching at SMK Negeri 3 Lahewa?

1.4 Objective of the Research

The aim of this research is to analyze the teachers difficulties, the fators influence and the teacher perspective in integrating local wisdom in English language teaching, at SMK Negeri 3 Lahewa

1.3 Significance of the Research

The significant of research results is the benefit to be achieved after conducting the research. The uses of this research are:

1. Theoretically

   This research can provide insight into what the difficulties and factors influence of teachers in integrating local wisdom in English language learning and understanding the teachers perspective. This research can complement existing learning theories and enrich academic understanding

regarding teachers' difficulties, factor causes and perspective in integrating local wisdom in the context of English education and teaching.

2. Practically

   a. For schools, it can be an input for considering solutions to overcome the difficulties faced by teachers in integrating local wisdom in English language teaching.

   b. For teachers, it is hoped that the results of this research will be considerations for finding appropriate solutions to the difficulties in integrating local wisdom into English language teaching.

   c. For students, this research can help students to understand the difficulties faced by teacher to integrating local wisdom in English language teaching

   d. For researchers, obtaining and increasing knowledge about teacher difficulties, factor causes and teacher perspective in Integrating local wisdom in English language teaching.

CHAPTER II

LITERATUR REVIEW

2.1 Theoritical Framework

2.1.1 Teacher

a. Definition of Teacher

Teacher is an individual who acts as an educator, instructor and guide in the learning process. They are responsible for transferring knowledge, skills, and values to students with the goal of helping students achieve their maximum potential both in academics and other aspects of life. Teachers' duties include planning and delivering lesson material, facilitating student learning progress, and providing guidance and motivation. Apart from that, teachers also participate in developing students' character and personality, facilitating student-centered learning, and creating a safe and supportive learning environment. Indrawan 2020 "Teachers are professional educators with the main task educate, teach, guide, direct, train, assess, and inviting students to the early childhood education pathway formal education, teachers have an important role make students successful.The teacher teaches things that are not yet known or deepen what students already know. Teachers are people who has contributed the most to advancing the nation and state.

The existence of teachers as one component in the system education, which influences the results of the teaching and learning process in school. The existence of teachers has a very close relationship with learners. The relationship between educators and students is authority relationship. This relationship of authority does not give rise to fear of students, but this relationship is what is needed

personal awareness for learning. Authority will grow because the ability of a teacher to improve his personal attitude, attitude

confident because of the professional abilities he has, so This relationship of authority becomes an encouragement for students to achieve his personality as a complete and rounded human being. In a simple sense, a teacher is a person who provide knowledge to students. A teacher is someone who have the qualifications and competence as a learning agent, healthy physical and spiritual, and able to realize national education goals in Mawardi, 2020. Teachers have important role in educating and guiding their students in order to become the nation's successor with character because the role of teachers is not only teach or transfer knowledge to students. Teachers are also called catalysts, namely people who are admired and imitated by students (Yantoro & Hayati, S. 2020) Teachers have a role as learning facilitators.

Teachers not only deliver subject matter, but also choose teaching methods that suit students' needs and learning styles. With innovative and interactive approaches, teachers are able to make learning more interesting and relevant to students. Teachers are not only responsible for imparting academic knowledge, but also educating students in values, ethics and morals. They help students understand the importance of integrity, responsibility, and cooperation in everyday life. By setting a good example and providing proper guidance, teachers help shape students' characters and bring a positive impact to society as a whole. In addition, teachers also have a responsibility to create a safe, inclusive and motivating learning environment. They create an atmosphere that supports student growth and development, and promotes diversity and respect for differences. By creating a conducive learning environment, teachers ensure that every student has an equal opportunity to learn and develop.

Based on the definition above, it can be concluded that teachers are someone who has the rights and obligations to carry out the learning process teach well to achieve national education goals.

someone who has various duties and responsibilities to students by educating through knowledge transfer knowledge. The teacher teaches all his knowledge to the participants raised with the aim that students can develop everything the potential that exists within students. A teacher must have expertise in accordance with their field and have skills in terms of education. The quality of a teacher will certainly influence on the quality of future students. Teachers play an important role in facilitating and guiding students in forming their identity and instilling character values based on local wisdom in schools (Syahrial et al., 2019).

b. Teacher Difficulties

Difficulty is something that occurs which is a situation where there are symptoms or obstacles hinder the realization of desires. The difficulty, according to Kunander 2020, is obstacles or challenges in mastering a particular skill. According to Mulyadi in Monica Yulianti 2023 "difficulties are certain situations or conditions that will become internal obstacles activities to achieve a goal, so greater effort is required to be able to overcome it". Teacher difficulties Refers to the various challenges and obstacles faced by teachers in carrying out their duties as educators. This can include resource limitations, such as inadequate learning materials and facilities, as well as administrative burdens that reduce time for teaching preparation. In addition, teachers often face differences in student ability and motivation, as well as pressure to meet specific curriculum and assessment standards. Lack of institutional support, frequent policy changes, and lack of professional training can also be obstacles. All of these factors can cause stress and burnout, affecting teacher effectiveness and well-being in the educational process.

Difficulty in integrating local wisdom in English language learning means difficulties experienced by a teacher in implementing the local wisdom in the learning stages. According to

Nuriya Rahma Muhammad at al 2022. Several indicators that show the existence of these problems include:

1. Difficulties in learning planning

   The learning preparation planning stage, which includes preparing teaching tools for the new academic year such as lesson plans, syllabus, and media and difficulties at the teaching materials preparation stage

2. Difficulties in learning implementing.

   Difficulties related to the implementation stage of learning which includes the motivation, class participation, and content delivery.

3. Difficulties in learning evaluating.

   Difficulties in the assessment stage of learning which includes monitoring students, evaluating their attitudes, and evaluating their learning outcomes.

C. Factors Influence the teachers difficulties

The difficulties discussed in this research are all the difficulties faced by English teachers in integrating local wisdom in learningclass. Teachers' difficulties in integrating local wisdom in English language learning refer to the challenges faced by teachers when trying to include cultural elements and local knowledge in English language learning materials. If the teacher experiences difficulties in teaching, then learning will experience difficulties develop in accordance with the goals achieved.

According to Syah in Monica Yulianti 2023, the factors that influence teacher difficulties include:

1. Internal factors, including things or obstacles that arise from it in oneself, such as low intellectual capacity, instability emotions, attitudes and disorders of the sense organs and movement organs. Such as poor hearing, nearsightedness or vision problems as well as problems with physical deficiencies.

2. External factors, including things or obstacles that come from outside the self themselves, such as from the school environment and society help in the learning process is as a condition in the process teaching is characterized by the presence of certain obstacles as a teacher in his teaching activities to obtain good results to be achieved, these obstacles may or may not be realized by the teacher, whether psychological, socialization or physiological in the process teaching.

c. **Teachers Perspective**

According to E Apriliyani 2022 perspective is a framework context, set of presuppositions, set of values, and a collection of concepts that influence perception someone in a way that influences their actions someone in a particular scenario. Perspective Refers to a person's point of view or way of viewing and understanding a phenomenon, situation, or object based on the individual's background, experience, and beliefs. In the context of research, perspective plays an important role because it influences how information is gathered, interpreted, and interpreted. Perspective can be understood as a frame of reference that shapes the way a person sees and assesses the world around him.

This theory states that individuals not only receive information passively but also actively form their interpretations based on their unique perspectives. Therefore, perspective influences decisions, opinions, and understanding of various social and cultural phenomena. Perspective is also important in qualitative research, where researchers must be aware of their own subjective views and how these influence the research process and research results.

Teachers' perspectives include their views on learning objectives, the teaching methods used, their role as facilitators, classroom management, and providing for student needs. They

focus on the best way to achieve goals, select appropriate strategies, manage classroom dynamics, and adapt approaches to individual students' needs. Teachers' perspectives on learning reflect how they design and implement the teaching process, as well as how they interact with students. This involves their views regarding the teaching approaches used, the learning objectives set, and their role in the classroom. Teachers often choose teaching methods based on their beliefs about how best to facilitate student understanding. They set learning goals to ensure that students achieve desired outcomes, whether it is understanding a concept, developing skills, or a positive attitude towards a subject. Knowing teachers' perspectives on the integration of local wisdom in English language learning is important because it helps in identifying the challenges they may face, and . By understanding teachers' views, we can find out their point of view about whether they think it is important or not to integrate local wisdom in English language teaching.

2.1.2 Local Wisdom

a. Definition Local Wisdom

Local wisdom is one of the most important aspects of community life, enhancing the knowledge, skills and practices that have been established in the local community or communities in a non- judgmental way. Suaib believes that local wisdom is local knowledge that is connected to local customs which supports regional regulations based on local customs (Saidah, 2020, p.6). In accordance with Suaib, Keraf states that local wisdom is any form of insight, belief, or awareness of prejudice or manners that improves human experience in social life (Saidah, 2020, p.6). This ideology often influences various aspects of daily life. which includes morality, ethics, customs, language, and practicalities that shape the way of life of the general public in interacting with the natural and social environment. In addition, local customs uphold

social norms and laws that form the basis of community life. Values such as solidarity, kinship, mutual cooperation and mutual respect are examples of local wisdom values that are still adhered to by many communities. shape the characteristics and identity of society in general.

In addition, customs and traditions are an important component of local wisdom. The differences in rituals, ceremonies and customs carried out in various situations, both in everyday life and in important events in life such as marriage, childbirth and death, increasingly include the values and actions adhered to by ancestors. These ceremonies are not only a guide to preventing religious deviation, but also a medium for conveying moral and ethical values to the younger generation. Local dialects are also an important aspect of local culture.

Through regional languages, people can express their religious identity and pass on knowledge and customs that are passed down obliquely from generation to generation. teachings that can be applied universally, and depict the harmonious relationship between humans and nature. Another aspect of local wisdom is spirituality and traditional wisdom. Many communities have unique spiritual practices and belief systems that teach life lessons and values related to morality, ethics, and harmony with nature. Through religious rituals and spiritual practices, people not only strengthen their ties with the supernatural world, but also with each other and the surrounding environment.

b. Dimensions of Local Wisdom

Local wisdom consists of several dimensions. These dimensions are in accordance with Mitchell's statement in Arif (2022) which includes:

1. Dimensions of Local Knowledge

    Every community has the ability to adapt to its

environment because the community has local knowledge in mastering nature. As is the case with public knowledge about climate change and a number of other natural phenomena.

2. Local Value Dimensions

Each community has local rules or values regarding actions or behavior that are adhered to and agreed upon by all members, but these values will change as the community develops. The values of actions or behavior that exist in one group may not necessarily be agreed or accepted in other groups, they have their own uniqueness.

3. Local Skills Dimension

Every society has the ability to survive to meet family needs, or what is called economic substance. This is a way of sustaining human life that depends on nature, from hunting, gathering, farming to home industry.

4. Local Resource Dimensions

Each community will use local resources according to their needs and will not exploit them on a large scale or commercially. on a large or commercial scale. Society must balance the balance of nature so as not to cause harmful impacts on nature. Dimensions of Local Decision Making Every community basically has its own local government or what is called tribal government. A tribe is a legal entity that orders its citizens to act in accordance with mutually agreed rules. If someone violates these rules, then there are certain sanctions imposed by the tribal chief as the decision maker.

5. Dimensions of Local Group Solidarity

Humans are social creatures who depend on the help of other people in their work because humans cannot live

alone, just like how society works together to protect the environment.

c. Types of Local Wisdom

Types of local wisdom In Sutianto (2023) said that local wisdom is real, textual, several types of local wisdom such as value systems, procedures, special provisions which are stated in the form of written notes such as those found in traditional books. Buildings/Architecture, Cultural/Traditional Heritage Objects (Works of Art), for example keris, batik and so on. Meanwhile, Intangible local wisdom is like advice, which is conveyed orally and passed down from generation to generation, which can be in the form of songs, legends or regional stories that contain traditional teaching values. With advice or other forms of intangible local wisdom, social values are conveyed orally/verbally from generation to generation.

Nuraini Asriati in Heronimus Delu Pingge 2019 said that the form of local wisdom in society can be in the form of culture (values, norms, ethics, beliefs, customs, customary laws, and special rules). The noble values related to local wisdom are;

- Love for God, the universe and its contents
- Responsibility,
- Discipline and independence
- Honesty
- Respect and courtesy
- Affection and care
- Self-confidence, creativity, hard work, and never give up
- Justice and leadership
- Kindness and humility
- Tolerance, love of peace, and unity

d. Function of Local Wisdom

Sartini in Wuri Wuryandani (2020) The existence of local wisdom is not without function. Local wisdom many functions. As stated by Sartini (2006), the function of local wisdom are as

17

follows:

- Functions for the conservation and preservation of natural resources.
- Functions for human resource development.
- Functions for the development of culture and science.
- Functions as advice, beliefs, literature and taboos.
- Socially meaningful, for example integration ceremonies.
- Has social meaning, for example in agricultural cycle ceremonies.
- Meaning ethics and morals.
- Political significance

1.1.3 English Language Teaching

Teaching is the delivery of culture to students in the form of experience and skills or an effort to pass on culture to the next generation, Asep Jihad and Abdul Haris (2022: 8). Teaching is a comprehensive process that involves conveying knowledge, skills, and values from an instructor or institution to students or trainees. It is a formal interaction between a teacher and a student in which the student learns, understands, and internalizes information. In essence, education should not only focus on conveying facts and ideas, but also facilitating critical thinking, encouraging positive thinking, and increasing awareness skills. As a process, education requires systematic evaluation, effective implementation, and strong persistence.

Teachers should focus on teaching by balancing learning goals, student needs, and the various daily strategies and resources that canbe applied to achieve these goals. In addition, they must be able to provide classroom teaching with tolerance, provide mutually respectful teaching, and provide constructive criticism to students. Teaching also facilitates effective communication between teachers and students. According to IAIS Sambas, (2019:21) it is the process of interaction

between students and educators and learning resources in a learning environment. Teachers must communicate subject matter in a way that is easy to understand and interesting, using language appropriate to students' level of understanding. They must also be able to interpret students' needs accurately and answer their questions in a timely manner. A good communication tool is one that can be used to createan inclusive and flexible learning environment.

Teachers must be able to adapt their teaching methods to each student's unique learning style and needs. This includes, among other things, the use of lectures, group discussions, practical reflection, role-playing, and educational technology. By providing varied learning experiences, teachers can facilitate deep understanding and the acquisition of relevant knowledge Based on the explanation above, it can be concluded that teaching is a task carried out by the teacher to explain the material that will be given to students. English language teaching focuses on the theory and practice of teaching English to individuals whose first language is not English.

English language teaching encompasses a variety of contexts and methodologies, each of which is adapted to meet the varying needs of students from different educational, environmental, and cultural backgrounds. One of the most important aspects of the Indonesian education system is the teaching of English in schools. English is taught as a foreign language with the aim of improving students' ability to communicate in a global context. Teaching is a complex job because it requires patience, understanding, persistence and focus. Therefore, English teachers not only teach English language skills to students directly, but also provide examples, encourage and provide appropriate practice so that students can eventually speak English fluently, both orally and in writing. According to Badriah (2019) English language teaching teachers are willing to teach English as a second language, but often fail to explain the material, causing a lack of student understanding and poor performance.

English language teaching aims to achieve several main goals, including preparing students with the skills necessary for effective communication in English. The objectives of teaching English vary depending on the context, such as student needs, the educational environment, and the wider social environment of society. However, the general goal is to improve communication skills with 4 skills:

- Listening: Improve the ability to understand spoken English in various contexts, including conversations, lectures, and media.

- Speaking: Builds fluency and spoken English, enabling students to express themselves clearly and interact in social, academic, and professional settings.

- Reading: Improve the ability to read and understand various texts, from literary works to technical documents.

- Writing: Develop the ability to write coherently and precisely for various purposes, such as essays, reports, emails and creative writing.

1.1.4 Integrating Local Wisdom in English Language Teaching

Margana in Muhamad 2020 said that in learning English in schools, English teachers are required to integrating local wisdom. Integrating local wisdom into English Language Teaching is a multidimensional approach that seeks to incorporate indigenous knowledge, cultural values, and traditional practices into the pedagogical framework of teaching English as a second or foreign language known as "integrating local wisdom into English language teaching". Law of the Republic of Indonesia 2003 concerning the National Education System in chapter 1 General Provisions article 1 verse 16 states that "Community-based education is the implementation of education based on religion, social, culture, aspirations and community potential as participants in education, by and for the community". Moreover, it is stated in Law Chapter 3

concerning the principles of organizing education, article 4 verse 3, which states that "education is organized as a process of cultivating and empowering students that lasts throughout life". This is clearly stated in the law on education. In essence, it is not only aimed at creating intelligent Indonesian people, but also at creating cultured Indonesian people.

Education is not only a means of transferring knowledge to students, but also fostering an attitude of love for one's own culture. So the school is a place of education which has an important role in the process of cultural preservation. Therefore, researchers realize the importance of incorporating various local cultural components into English language learning in the hope of creating a more inclusive and holistic learning environment that suits students' cultural backgrounds and life experiences by incorporating local wisdom into English language teaching.

The process of recognizing and adding aspects related to history, culture and local wisdom into learning resources, training and evaluation is in line with the opinion of (Raharjo, 2021: 173). History learning design should not only explore narratives of events, but be able to reflect on values character of the material studied. This can be implemented by using traditional songs, folk tales, proverbs or traditional stories as teaching materials rather than just using English textbooks in general. Rifa'i and Fadhli (2019) suggest that when choosing the right books or materials to use in the classroom, you should pay attention to four characteristics, namely the type of local wisdom, type of subject, type of student, and factors related to certain materials. Educators must supplement their teaching materials with locally relevant content that enhances linguistic and social values.

Integrating local knowledge in English language teaching has the potential to increase language proficiency and communicative

competence byproviding authentic opportunities for learners to use the target language in meaningful contexts. By connecting language learning to real-life situations and cultural practices, educators can help students develop the linguistic skills and intercultural competence necessary to effectively navigate diverse social and professional environments. Integrating local wisdom in English language teaching can contribute to the preservation and revitalization of endangered languages and cultural traditions. In many communities around the world, indigenous languages and cultural practices are at risk of being lost due to globalization, urbanization and language.

Integrating local wisdom into English learning means integrating it into the learning process. According to the regulation of the minister of education, culture, research, and technology of the republic of indonesia number 16 of 2022. The Process Standards of teaching and learning as referred to in paragraph (1) include: Learning planning, implementation of learning, assessment of the learning process. Incorporating cultural knowledge into language learning, educators can help ensure their continuity and transmission to future generations. Overall, integrating local wisdom into English language teaching is a transformative pedagogical approach that has the potential to enrich language learning experiences, foster cultural appreciation and understanding, and promote social justice and equality in education. By understanding and embracing the linguistic and cultural diversity of learners, educators can create more inclusive and empowering learning environments that prepare students to thrive in an increasingly interconnected and intercultural world. Local wisdom learning design should not only explore the narrative of events, but be able to reflect the character values of the material being studied (Raharjo, 2021: 173)

2.1 Conceptual Framework

The conceptual framework in this research aims to provide direction in conducting research. Guidelines for understanding the flow of thought so that the analysis is more systematic. In this research, the researcher chose SMK Negeri 3 Lahewa as the research location, especially the English teacher as research informant. This research is motivated by the gap between expectations and reality. Based on National Education Law Number 20 of 2003 which states that education in Indonesia must be correlated with local potential and national character. However, in reality, based on the gaps in the phenomena found by researchers and also supported by previous researchers as well as several theories that researchers have obtained, the researchers know that currently the understanding of culture in Indonesia by society, especially today's children, has begun to fade and is starting to be replaced by foreign cultures are entering this era of globalization, behind that one of the right solutions to this phenomenon is to integrate local wisdom in English language learning. However, based on previous research and theories that researchers found, each teacher faces various difficulties in integrating local wisdom in learning. English. so this causes researchers to be interested in conducting research. The focus of the research carried out by researchers in this case was to analyze the difficulties faced by English teachers in integrating local wisdom in English language learning. Therefore, researchers want to conduct research using qualitative research, especially a descriptive approach. Then, to collect data, the researcher will use an instrument in the form of an interview guide for English teachers. After collecting the data, the researcher will report the research results according to the actual situation in the field based on existing data without making changes or adjustments to the conditions and results of the data. Next, the researcher will analyze the data proposed by the Miles & Huberman theory, namely data collection, data reduction, data presentation, and drawing conclusions.

Furthermore, the conceptual framework "**An Analysis of teachers'
Difficulties in Integrating Local Wisdom Values in English Language
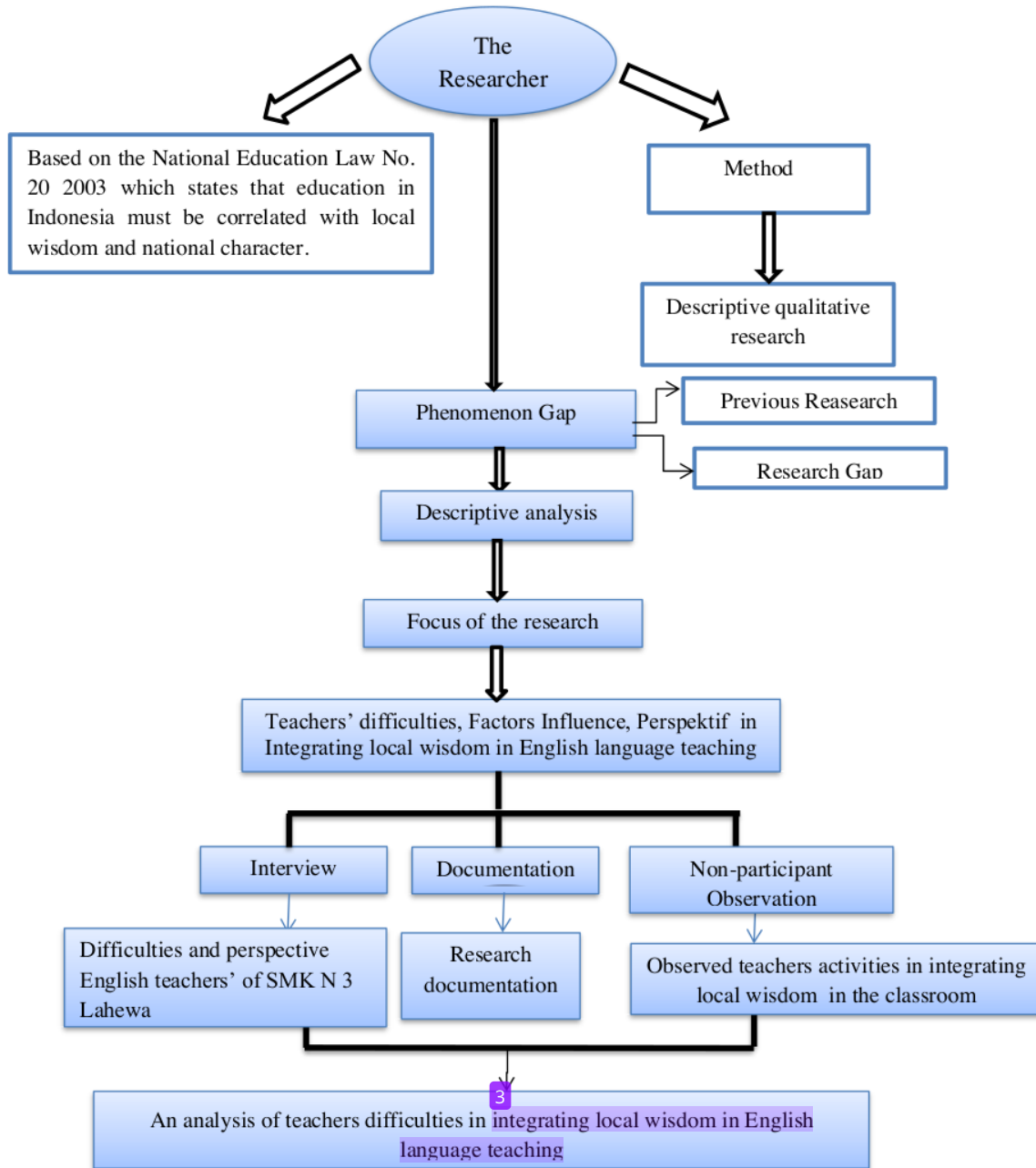Teaching**" is described in the following scheme:

```
                           ┌──────────────┐
                           │     The      │
                    ┌──────│  Researcher  │──────┐
                    │      └──────────────┘      │
                    ↓             │              ↓
┌──────────────────────────┐     │      ┌──────────────────┐
│ Based on the National    │     │      │      Method      │
│ Education Law No.        │     │      └──────────────────┘
│ 20 2003 which states     │     │              │
│ that education in        │     │              ↓
│ Indonesia must be        │     │      ┌──────────────────┐
│ correlated with local    │     │      │ Descriptive      │
│ wisdom and national      │     │      │ qualitative      │
│ character.               │     │      │ research         │
└──────────────────────────┘     │      └──────────────────┘
                                 ↓
                      ┌──────────────────┐      ┌──────────────────────┐
                      │ Phenomenon Gap   │─────▶│ Previous Reasearch   │
                      └──────────────────┘      └──────────────────────┘
                                 │          └──▶┌──────────────────────┐
                                 ↓              │ Research Gap         │
                      ┌──────────────────┐      └──────────────────────┘
                      │ Descriptive      │
                      │ analysis         │
                      └──────────────────┘
                                 │
                                 ↓
                      ┌──────────────────┐
                      │ Focus of the     │
                      │ research         │
                      └──────────────────┘
```

Teachers' difficulties, Factors Influence, Perspektif in
Integrating local wisdom in English language teaching

Interview	Documentation	Non-participant Observation
Difficulties and perspective English teachers' of SMK N 3 Lahewa	Research documentation	Observed teachers activities in integrating local wisdom in the classroom

An analysis of teachers difficulties in integrating local wisdom in English language teaching

Figure 2.1 The conceptual Framework

24

CHAPTER III

RESEARCH METHODS

3.1 Research Approach and Method

Researcher uses a descriptive method with an approach qualitative. This research provides a precise description and explanation regarding the condition or symptoms encountered. According to Sugiyono (2020:9) Qualitative research method is the research method used to research the conditions of natural objects, where the researcher is as a key instrument, data collection techniques are carried out sequentially triangulation (combination), inductive data analysis, and research results qualitative emphasizes meaning rather than generalization. According to Bogdan and Biklen in Sugiyono (2020:7) method descriptive qualitative research is collecting data in the form of words or pictures, so there is no emphasis on numbers. The data collected after being explained then described so that it is easy understood by others. Researcher use qualitative descriptive as a strategy that describes data systematically, factually and accurately by attempting to explore deeper depth or meaning (Kriyantono, 2020, p. 62). This descriptive is defined as a collection of data that is able to describe a situation and condition.

The researcher will collecting the data by interview English teacher at SMK Negeri 3 Lahewa with arrange the interview questions and the researcher analysing the teacher difficulties in integrating local wisdom in English language teaching based on the result of interview and the researcher will use descriptive method to make a description the result of interview. The researcher also collecting the data with documentation as research documentation.

3.2 Variables of Research

Variables are characteristics or attributes of individuals or organizations that can be measured or observed and can vary between the people and organizations studied. According to Sugiyono (2020:80) Research variables are attributes or traits or values of a person, object,

organization or activity that has certain variations determined by the researcher to be studied and then conclusions drawn. Therefore, this research consists of two variables, namely teacher difficulties in Integrating local wisdom and English language teaching

3.4 Setting and Schedule of the Research

This research will be conducted at SMK Negeri 3 Lahewa. Which is located in Holi Village, Lahewa District, Nias Utara Regency, North Sumatra Province.

3.3 Source Data

Research data sources are research data sources are all sources that provide information or data used in the research process. Research data sources can be people the researcher observes, reads, or asks about specific details related to the research problem or question. There are two types of data used in this research:

1. Primary Data

Sugiyono (2022), primary data is a direct source that provides data for researchers, such as the results of interviews and questionnaires.

This data comes from the result of interviews the English teacher of SMK Negeri 3 Lahewa as informants or respondents who are the main sources of information in this research because the success of the research is based on the responses given by them. Researchers will carry out direct interview by using interview questions based on interview guidelines. So, in this research, the primary data that researchers obtain is the results of interview the English teacher to find out the teachers difficulties in integrating local wisdom values in English language teaching.

2. Secondary Data

According to Sugiyono (2022) secondary data is an indirect source that provides data for researchers, the data is obtained from

sources that can provide research support such as from literature and documentation. Researchers obtain secondary data from documentation in the field to support the data, previous research, articles, journals and books, internet sites, and other information related to the research title.

3.4 Research Instruments

Research instruments are tools chosen and used by researchers in carrying out their activities of collecting data so that these activities become systematic and made easier by them. Murdiyanto (2020) states that research instruments are tools used in data collection methods by researchers to analyze the results of research carried out in subsequent research steps. In this research, researchers used research instruments in the form of interview guidelines.

3.5 Data Collection Techniques

Data collection techniques Refer to the method or approach used to collect information or data needed in a study. According to Sugiyono (2020:105) states that in general there are 4 (four) types of data collection techniques, namely: observation, Interviews, documentation and combination/triangulation. In this research, researchers used three types of data collection techniques, namely:

1. **Interview**

   According to Esterberg in Sugiyono (2020:114) an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be contributed to a particular topic. Data collection techniques in interviews are a systematic process used to collect information or data from respondents through questions asked by researchers. Interviews are one of the most commonly used methods in qualitative research to gain an in-depth understanding of the experiences, views and perceptions of individuals or groups related to the research topic.

There are three types of interviews according to (Esterberg, In Bagas Nur Muhamad 03), such as:

a. A structured interview Structured interviews are used as a data collection technique, when the researcher or data collector already knows with certainty about what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions whose alternative answers have also been prepared.

b. Semi-structured interview This type of interview is included in the in-depth interview category, where its implementation is freer than structured interviews. The purpose of this type of interview is to find problems 38 more openly, where the interviewee is asked for his opinions and ideas.

c. Unstructured interview Unstructured interviews are free interviews where researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems that will be asked.

In this study, researcher choose to use semi-structured interviews. Semi-structured interviews are one type of interview used to find problems more openly. The reason researcher uses this type of interview is that in semi-structured interviews the interviewees/participants are free to provide responses and ideas compared to structured interviews. The purpose of semi-structured interviews is to find problems more openly, the interviewees are asked for their opinions and ideas. The researcher only needs to record what is said (Anisah, 2022).

In this interview technique, it is hoped that researchers can

explore the teacher difficulties and the teachers perspective in integrating local wisdom values in English language teaching at SMK Negeri 3 Lahewa.

The following steps will be used to conduct semi structured interviews with the English teacher:

- The researcher creates a list of interview questions based on the data the researcher wants to obtain

- Researchers conducted interviews with English teachers' based on interview questions

- The researcher will write down the results of the interview on the interview quidlines

Table 3.1 Interview Quidlines

No.	Interview Questions
1	How do you understanding about integrating local wisdom in English language teaching and what are the difficulties.
2	Are there any difficulties in preparing materials that include local wisdom?
3	Do you have difficulty in finding learning resources based on local wisdom?
4	Are there any difficulties in creating learning media based on local wisdom?
5	Are there any difficulties in planning the learning activities based local wisdom?
6	Are there any difficulties in choose the appropriate approach or method to integrating local wisdom in English language teaching
7	Are there any difficulties in getting students to participate in English learning that is integrated with local wisdom?
8	Do you have difficulty explaining how local wisdom can be connected or applied to English learning materials? If yes, can you explain further about the difficulty?
9	Are you having difficulty finding the type of local wisdom that is suitable to be integrated into English language learning?
10	Are there any difficulties in adapting local wisdom

		content in English language learning?
	11	Are there any difficulties in reflection or assessment at the end of learning?
	12	Are there any difficulties in monitoring students in learning that is integrated with local wisdom?
	13	How are time constraints and how to integrate local wisdom into English language teaching?
	14	Do you think it is important to integrate local wisdom into English language learning? Why?
	15	What are the benefits of integrating local wisdom into English language learning?
	16	In your opinion, do you think integrating local wisdom into English learning can strengthen the relationship between students and their local culture?
	17	What are your suggestions for increasing the effectiveness of integrating local wisdom into English learning in schools?
	18	Do you think there are any risks or weaknesses in integrating local wisdom in English learning? If so, what are they?
	19	What long-term benefits do you predict from integrating local wisdom into English learning for students?
	20	In your opinion, can local wisdom provide a unique or different perspective in learning English? If so, how?
	21	What are the main reasons that make you believe that integrating local wisdom in English learning is important?
	22	How the influence does the integration of local wisdom have on students' motivation in learning English in your opinion?
	23	What are your hopes for the future of the integration of local wisdom in English language teaching at this school?

2. Observation

Observation is a data collection technique where researchers go directly to the research location and observe the environment related to the research object. According to Muri Yusuf in Bagas Nur Muhamad 2023 observation is divided into 2, namely:

a. Participant Observation

Participant observation is an observation where the researcher

is involved in the daily activities of the person being observed or used as a source and research.

b. Non-Participant Observation

Non-participant observation is an observation where the researcher is not directly involved in the activities of the person being observed.

The observation is only used to support the interview results and avoid bias from the participants. The researcher observes the conditions, situations, and activities during learning. Non-participant observation is used in this study. This observation is an observation where the researcher does not participate directly in the process that occurs (Muri Yusuf, 2014). Therefore, the researcher observed situation and learning process of integrating local wisdom carried out by the teacher to obtain data that supports the results of the interview about the teacher's difficulties in integrating local wisdom in English language teaching.

The following step will be use to conduct the Non participant observation.

- Researchers make a schedule with English teachers
- Researchers make observation sheets based on questions or results from interview activities
- Researchers observe the English teaching process that is integrated with local wisdom carried out by English teachers

Table 3.2 Observation Sheet

No.	Indicators	Aspect observed	Yes	No	Note
1.	Difficulties in learning planning	Teacher prepare lesson plan and syllabus with local wisdom content that will be integrated into English learning		√	The teacher use lesson plan and syllabus without local wisdom content
		Teacher prepare Learning materials relevant to local	√		Teacher prepare local wisdom narrative text to

| No.	Category				
		wisdom?			be integrating
		Teachers use local wisdom resources (books, modul, etc.) during learning		√	Teacher didn't have book or other local wisdom resources
		Teachers use learning media that are relevant to local wisdom in English learning		√	Teacher not prepare media
2.	Difficulties in learning Implementing	Teachers motivate students to understand the importance of local wisdom in learning	√		The teacher explain for students about local wisdom before integrating.
		Teachers use classroom activities that involve local wisdom to increase students participation.	√		Teachers use roleplay as approach to involve students in local wisdom activities
		Teachers easily to related local wisdom to the context of the English material being taught to sudents.		√	Teachers spend a lot of time explaining local wisdom
3.	Difficulties in learning evaluation	Teachers monitoring and take notes students activities		√	Teachers not take notes to monitoring students activities
		Teachers use evaluation sheet to assess and evaluate students' attitudes.		√	Theacher not use guidelines to observe students attitudes
		Teachers use evaluation sheet to assess and evaluate students' learning outcomes.		√	Teacher only ask some of students to retell about the local wisdom story as evaluation

3. **Documentation**

   According to Sugiyono (2020:124) documentation is the collection of events that have occurred in the form of writing, pictures/photos or monumental works from a person/agency. Data collection techniques in documentation involve collecting information from various documents that are relevant to the research topic. These documents can be in the form of pictures/photos in research activities.

3.6 Data Analysis Techniques

Data analysis techniques are a series of procedures or approaches used by researchers to analyze, process and interpret data that has been collected in a study. The aim of data analysis techniques is to identify patterns, trends, relationships, or meaning contained in the data, thereby enabling researchers to make relevant conclusions or generalizations related to the research topic. Sugiyono (2020:236) explains data analysis as follows following: activities after data from all respondents or other data sources collected. Activities in data analysis are: grouping data based on variables and type of respondent, tabulating data based on variables studied, carry out calculations to answer the formulation problem. The following are data analysis techniques used by researchers.

Data Analysis Technique
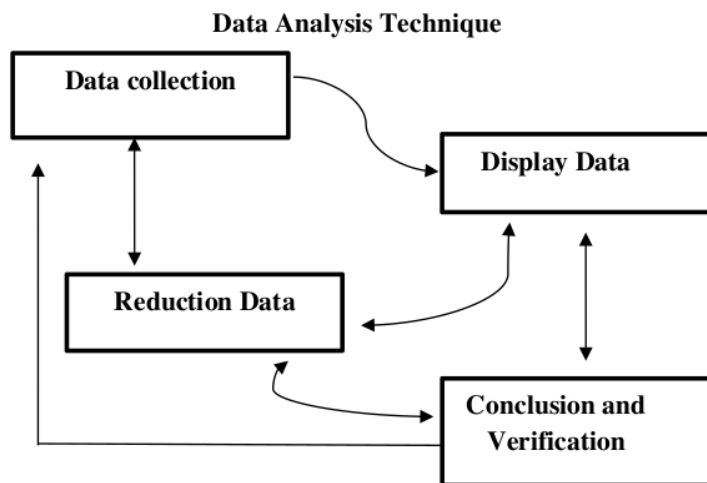
The following are data analysis techniques used by researchers:

1. Data reduction

    Data reduction is a form of sharpening, classifying, planning, removing unnecessary and organizing data in such a way that conclusions can finally be drawn and verified. This process of data reduction or transformation continues after field research, until the final report has been prepared. So in qualitative research you can balance and be transformed in various ways: through strict selection, through brief summaries or descriptions, grouping them into wider patterns, and so on.

    Data reduction is a step in qualitative data analysis where the data collected is simplified, selected, and focused to facilitate further analysis. This process involves reducing irrelevant data and emphasizing important and meaningful information.

2. Data display

    Display of data in qualitative research can be done in the form of short descriptions, charts, relationships between categories, flowcharts and so on. Presentation of data in qualitative research often uses the form of narrative text which is sometimes equipped with graphs, matrices, charts or the like. The researcher presented the data by compiling the data systematically, followed by writing the data. obtained in the field in narrative form, the preparation is carried out by entering the results of the analysis into notes, then in explanatory sentences about the findings obtained from observations, interviews and documentation in the field, and the data is arranged based on the research focus. In this research the research will display data by description.

3. Conclusion/verification

    The third analysis activity is conclusion and verification.

34

Whenever data collection activities are carried out, qualitative analysis begins looking for the meaning of something, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions that were initially unclear will become clearer and more detailed.

CHAPTER 4
RESULT AND DISCUSSION

4.1 General Description of SMK Negeri 3 Lahewa

SMK Negeri 3 Lahewa is one of the state vocational schools located at Jl. Arah Afulu, Holi Village, Lahewa District, North Nias Regency, North Sumatra. 22853, SMK Negeri 3 Lahewa has a principal named Lina Marleni Harefa,S.Pd., M.Pd.

4.1.1 The Vision and Mission of SMK Negeri 3 Lahewa as Follows :

a. **Vision of SMK Negeri 3 Lahewa**

Menjadi SMK yang berprestasi, pembentuk sumber daya manusia berkualitas, berakhlak mulia dan berwawasan internasional

b. **Mission of SMK Negeri 3 Lahewa**

- Mengembangkan kultur sekolah untuk memberdayakan peserta didik agar menjadi insan yang berakhlak mulia berkarakter, kreatif, dan kompetitif
- Meningkatkan kompetensi peserta didik untuk memasuki dunia kerja, baik di tingkat nasional maupun internasional berdasarkan imtak dan iptek
- Meningkatkan mutu kompetensi pendidikan dan tenaga hependidikan yang profesional;
- Menanamkan sikap disiplin, kepekaan sosial, semangat nasionalisme dan patriotisme kepada seluruh warga sekolam;
- Meningkatkan sarana dan prasarana pendidikan untuk mendukung proses pembelajaran yang optimal

4.1.2 Facilities And Infrastructure

Table 4.1.1 Facilities And Infrastructure

No.	Jenis Prasarana	Nama Bangunan	Nama Ruang
1	Kamar Mandi/WC Siswa	Bangunan Toilet	Kamar Mandi/WC

	Perempuan		Siswa Perempuan
2	Ruang Teori/Kelas	RPS Peternakan	X- TKJ
3	Ruang Guru	RPS Bangunan	ruang kepala sekolah/guru
4	Ruang Teori/Kelas	Bangunan 1	XII - ATP
5	Kamar Mandi/WC Siswa Laki-laki	Bangunan Toilet	Kamar Mandi/WC SiswaLaki-laki
6	Ruang Perpustakaan	RPS Bangunan	Perpustakaan
7	Ruang Teori/Kelas	RPS Bangunan	Ruang Guru
8	Ruang Teori/Kelas	Bangunan 1	XI - ATP
9	Ruang Teori/Kelas	RPS Peternakan	X-ATP
10	Ruang Teori/Kelas	Bangunan 1	XI-TKJ
11	Kamar Mandi/ WC Guru Laki-laki	Bangunan Toilet	Kamar Mandi/ WC Guru Laki-laki
12	Kamar Mandi/WC Siswa Perempuan	Bangunan Toilet	Kamar Mandi/WC Siswa Perempuan
13	Ruang Teori/Kelas	Bangunan 1	XII - TKJ
14	Kamar Mandi/ WC Guru Perempuan	Bangunan Toilet	Kamar Mandi Siswa

4.1.2 Teachers and Education Personnel

No	Nama	L/P	Jenis	Status
1	Lina Marleni Harefa	P	Kepala Sekolah	Honor Daerah TK.I Provinsi
2	Yuliati Lase	P	Guru	Honor Daerah TK.I Provinsi
3	Yarman Syukur Nazara	L	Guru	Honor Daerah TK.I Provinsi
4	Anita Zalukhu	P	Guru	Honor Daerah TK.I Provinsi
5	Juniaro	L	Guru	Honor

				Daerah TK.I Provinsi
	zalukhu			
6	Emiranus gulo	L	Guru	Honor Daerah TK.I Provinsi
7	Faerilina Zalukhu	P	Guru	Honor Daerah TK.I Provinsi
8	Juwika Irmawati Lase	P	Guru	Honor Daerah TK.I Provinsi
9	Yaniati Gea	P	Guru	Honor Daerah TK.I Provinsi
10	Erniwati Zalukhu	P	Guru	Honor Daerah TK.I Provinsi
11	Herlina Zalukhu	P	Guru	Honor Daerah TK.I Provinsi
12	Sokhizato Waruwu, S.S	P	Guru	Honor Daerah TK.I Provinsi
13	Turia Martin Zalukhu S.Pd	P	Guru	Honor Daerah TK.I Provinsi
14	Dewila Gea, S.Pd	P	Guru	Honor Daerah TK.I Provinsi
15	Arnis Lase, S.Kom	P	Guru	Guru Honor Sekolah
16	Linda Sari Zalukhu, S.Kom	P	Guru	Guru Honor Sekolah
17	Arelina Zalukhu, S.P	P	Guru	Guru Honor Sekolah
18	Mei Zaro Zalukhu	L	Tenaga Kependidikan	Tenaga Honor Sekolah
19	Yuli Erniwati Zebua	P	Tenaga Kependidikan	Tenaga Honor Sekolah
20	Keriani Zai	P	Tenaga Kependidikan	Tenaga Honor Sekolah

4.2 Research Result

The location of the research was conducted at SMK Negeri 3 Lahewa, the researcher conducted research on an English teacher at SMK Negeri 3 Lahewa named Mr. Sokhizato Waruwu, S.S. Based on the research design, the researcher analyzed the teacher's difficulties in integrating local wisdom in teaching English and also described the teacher's perspective on integrating local wisdom in teaching English. In data collection, the researcher used interviews to get direct answers from the teacher, then the researcher also conducted non-participant observations of the teacher in the classroom to support the answers from the interview results and documentation as evidence that the researcher had conducted research at the school.

For the first instrument, the researcher conducted direct interviews with teachers based on interview questions that had been prepared by the researcher. The researcher gave questions that could answer the two research formulations that had been prepared by the researcher to the teacher. After getting the interview results, the researcher conducted non-participant observations to support the answers from the interview results, the researcher observed when the English teacher taught in class by integrating local wisdom. The researcher compiled a Yes/No observation sheet based on the interview questions that had been prepared and answered by the teacher. The following are the results obtained by the researcher.

4.2.1 The Result of Interview

Based on the research objective to analyze teacher difficulties and factors that influence the integration of local wisdom in English learning at SMK Negeri 3 Lahewa and describe teacher perspectives on the integration of local wisdom in English learning, the researcher took the first step, namely direct interviews with English teachers as a source of relevant information and considered to be the most knowledgeable about matters related to research objectives such as opinions. The English teacher is Mr. Sokhizato Waruwu, S.S. The researcher conducted interviews on Tuesday, August 6 and Thursday, August 19, 2024. For more

details, here are the results of the interviews that the researcher obtained.

Table 4.2.1 The Result of Interview

No.	Interview Questions	Answer	Conclusion
1.	How do you understanding about integrating local wisdom in English language teaching and what are the difficulties.	Integrating local wisdom in English language teaching means incorporating the values, traditions, and cultural practices of the local community into learning materials and classroom activities. The main difficulty in designing and conceptualizing the learning is because many teachers, including myself, lack understanding of this. In fact, special training is needed to help teachers. The main thing that makes it difficult for me is the lack of knowledge about the learning	Teachers lack understanding about the concepts of integrating local wisdom in learning and teaching and need special training to help the teacher.
2.	Are there any difficulties in preparing materials that include local wisdom?	Yes, there are major challenges in preparing materials that involve local wisdom. One of the main difficulties is the lack of available resources that combine English language teaching with local wisdom elements. Often, teachers have to create these materials from scratch, which requires a deep understanding of English and the local culture, as well as a lot of time and effort. Another challenge is ensuring that the materials are appropriate for students with different levels of language proficiency. Local wisdom may involve complex concepts or vocabulary that are difficult for students to understand, especially if they are still at the beginning stage of learning English. As a teacher, I have to simplify or adapt these materials without losing the essence of local wisdom, which can be quite challenging.	Teachers difficult to prepare material because lack of available resources about local wisdom
3.	Do you have difficulty in finding learning	Yes, finding learning resources that are based on local wisdom can be a big challenge. Many textbooks and	Teachers difficult to access

	resources based on local wisdom?	online resources available are designed for a global audience and do not take into account the specific cultural context of students. This means that as a teacher, I often have to rely on my own creativity and local knowledge to develop resources that are relevant to the cultural backgrounds of my students. Local wisdom may not be well documented or easily accessible, making it difficult to obtain. In addition, there may be a lack of support or guidance on how to effectively integrate local wisdom into English language teaching, which can make this process even more challenging.	online/offline textbooks relate to local wisdom are desained to use in English lesson
4.	Are there any difficulties in creating learning media based on local wisdom?	Yes, I myself have done learning that integrates local wisdom and for the learning media I can't make it really good. Usually I just use PPT or don't use media. In same cases, local wisdom may not be well documented or easily accessible, making it difficult to incorporate it into the learning. In addition, there may be a lack of support or guidance on how to effectively integrate local wisdom into English language teaching, which can make this process even more challenging.	Teachers difficulties to create media because lack of resources and guidence to create appropriate media for students in local wisdom content
5.	Are there any difficulties in planning the learning activities based local wisdom?	Yes, planning learning activities based on local wisdom can be challenging. One of the main challenges is creating a lesson plan, I usually just use an existing lesson plan because to align this activity with the learning objectives and curriculum standards. It is important to ensure that the activity not only involves local wisdom but also effectively teaches the necessary language skills. Another challenge is creating activities that are interesting and meaningful to students. In addition, there may be challenges such as finding a	Teacher difficult to create lesson plan and only use the existing lesson plan without change the content because lack of knowledge about local wisdom

		suitable location or materials for the activity, or coordinating with people or someone who have the knowledge and expertise to help with the activity	
6.	Are there any difficulties in choose the appropriate approach or method to integrating local wisdom in English language teaching	No, I just need to consider factors such as learning objectives, topics and the availability of resources when deciding which approach to use. Integrating local wisdom in English teaching I usually use examples of group discussions, project-based learning, roleplay and others. I think it is not too difficult because I just need to adjust to the type of local wisdom I choose.	Teacher feel easy to choose the appropriate approach and method because the teacher only adjust with the type of local wisdom need to integrate
7.	Are there any difficulties in getting students to participate in English learning that is integrated with local wisdom?	I think it is not difficult for me because it comes back to choosing the right method or approach. Usually students prefer if we involve them in learning activities so that it is fun for them, such as when I use the roleplay technique then I can ensure that all students are involved.	Teacher feel easy to get the class participant
8.	Do you have difficulty explaining how local wisdom can be connected or applied to English learning materials? If yes, can you explain further about the difficulty?	Yes, explaining how local wisdom can be connected or applied to English learning materials can be difficult. For example, if I am teaching vocabulary related to the environment, I might want to include local knowledge about traditional agricultural practices or natural resources. However, explaining how these practices relate to the English vocabulary being taught requires careful thought and creativity. It is also important to ensure that students understand the cultural significance of the local wisdom, rather than just seeing it as a linguistic exercise.	Teacher difficult to connected the local wisdom in to the English subject material or topic of English subject
9.	Are you having difficulty finding the type of local wisdom that is suitable to be integrated	Yes, identifying the type of local wisdom that is suitable for integration into English learning can be a challenge. Not all aspects of local wisdom are easily adapted for language teaching. Some may	Teacher difficult to adjust the type of local wisdom in English learning

	into English language learning?	be too complex, culturally specific, or difficult to relate to the language skills being taught.	because some may to be complex and cant relate to English learning
10.	Are there any difficulties in adapting local wisdom content in English language learning?	Yes, adapting local wisdom content for English language learning can be very challenging. One of the main difficulties is ensuring that the content is accessible to students who may have limited English proficiency. Local wisdom often involves complex ideas, language, and cultural references that are difficult to translate into simple English. Another challenge is maintaining the authenticity and cultural integrity of the local wisdom while adapting it for educational purposes. Finding a balance between making the content understandable to students and maintaining its local wisdom meaning and significance can be difficult. In addition, there may be a lack of existing models or resources for adapting local wisdom content, so teachers often have to develop their own materials and strategies	Teacher difficult to adapting local wisdom in finding a balance between making the content understandable to students and maintaining its local wisdom meaning
11.	Are there any difficulties in reflection or assessment at the end of learning?	Yes, there are some difficulties in conducting reflection or assessment at the end of English learning involving the integration of local wisdom because teachers need to develop assessment criteria that reflect the understanding and application of local wisdom, which can be complicated without clear guidelines, there are no standard measurement tools specifically designed to assess this aspect, so teachers may have difficulty in assessing the mastery of local wisdom objectively and consistently. It is necessary to develop better assessment tools and adjustments in assessment criteria that can reflect the integration of	Teacher difficult to conducting reflection or assessment wisdom because lack of teachers understanding to develop assessment criteria of local wisdom without clear guidelines.

		local wisdom effectively. Support in the form of adequate training and resources is also important to assist teachers in conducting fair and accurate reflection and assessment.	
12.	Are there any difficulties in monitoring students in learning that is integrated with local wisdom?	As an English teacher, I have encountered several challenges in monitoring students when integrating local wisdom. First, the complexity of local wisdom makes monitoring students more difficult because I have to understand and assess deep cultural aspects. In addition, traditional assessment tools are often inadequate to evaluate students' understanding of local wisdom, so I need to develop appropriate assessment tools. Time and resource constraints also make it difficult, because I cannot always give each student enough attention. In addition, I have to be sensitive to students' cultural backgrounds and take into account variations in their knowledge of local wisdom. Integrating local wisdom into the curriculum also often makes it difficult to align with standard learning objectives. All of these factors point to the need for better monitoring methods and additional support.	Teacher feel difficult to monitoring students activities
13.	How are time constraints and how to integrate local wisdom into English language teaching?	Time constraints are a big challenge in integrating local wisdom into English language teaching. It takes time because it is relatively uncommon or unfamiliar to students so they need to adapt first, need to be trained and introduced to them.	Teacher difficult to set the time because integrating local wisdom in learn English is unfamiliar for students so,takes time for teacher to give students understanding about local wisdom
14.	Do you think it	Yes, I believe that it is very	Its important

	is important to integrate local wisdom into English language learning? Why?	important to integrate local wisdom into English language learning. Doing so helps make the learning process more relevant and meaningful to students, as it connects the language to their own cultural context. This can increase student motivation and engagement, as they see the value of learning English in relation to their own lives and communities. In addition, integrating local wisdom helps preserve and promote the cultural heritage of local communities. It gives students the opportunity to learn and appreciate their own culture while developing their language skills. This can foster a sense of pride and identity, as well as a deeper understanding of the cultural diversity that exists in the world.	because gives students the opportunity to learn and appreciate their own culture while developing their English language skills
15.	What are the benefits of integrating local wisdom into English language learning?	There are many benefits to integrating local wisdom into English language learning. One of the main benefits is that it helps make the learning process more interesting and relevant to students. When students see the connection between the language they are learning and their cultural background, they are more likely to be motivated and invested in their learning. Another benefit is that it helps promote cultural awareness and appreciation among students. By learning about their own culture in the context of language learning, students develop a deeper understanding of their cultural heritage and the importance of preserving and preserving it. It can also foster a sense of pride and identity, as students see the value of their own culture in a global context.	So many benefits one of the is helps make the learning process more interesting and relevant to students, develop a deeper understanding of students cultural knowledge.
16.	In your opinion, do you think	Yes, I believe that integrating local wisdom into English language	English language

integrating local wisdom into English learning can strengthen the relationship between students and their local culture?	learning can strengthen the connection between students and their local culture. When students engage with materials that reflect their culture and traditions, they are more likely to feel connected to what they are learning. This not only strengthens their cultural identity but also fosters a sense of belonging and pride in their heritage. In addition, by learning local wisdom in the context of language learning, students can see the relevance of their culture in the modern and global world. This can help them appreciate the values and knowledge passed down by previous generations, while also developing a deeper understanding of how their culture relates to other cultures around the world. This can strengthen their ties to their local community and encourage them to become guardians and promoters of local culture. To increase the effectiveness of integrating local wisdom into English language learning, I have several suggestions. First, it is important to provide training and support for teachers on how to integrate local wisdom effectively. Teachers need to be equipped with the right knowledge and tools to identify, adapt, and teach elements of local culture in the context of language teaching. Second, collaboration between teachers, the community, and other stakeholders is essential. Involving community leaders, cultural experts, and parents in the learning process can provide valuable insights and enrich the learning materials. It can also help ensure that the local wisdom taught is accurate and authentic. Third, schools can develop a more flexible curriculum that allows for more	learning can strengthen the connection between students and their local culture. When students engage with materials that reflect their culture and traditions, they are more likely to feel connected to what they are learning.

		natural integration of local wisdom. By giving teachers the freedom to adapt learning materials and activities to suit the local context, they can be more effective in incorporating local wisdom into English language teaching.	
17.	What are your suggestions for increasing the effectiveness of integrating local wisdom into English learning in schools?	To increase the effectiveness of integrating local wisdom into English language learning, I have several suggestions. First, it is important to provide training and support for teachers on how to integrate local wisdom effectively. Teachers need to be equipped with the right knowledge and tools to identify, adapt, and teach elements of local culture in the context of language teaching. Second, collaboration between teachers, the community, and other stakeholders is essential. Involving community leaders, cultural experts, and parents in the learning process can provide valuable insights and enrich the learning materials. It can also help ensure that the local wisdom taught is accurate and authentic. Third, schools can develop a more flexible curriculum that allows for more natural integration of local wisdom. By giving teachers the freedom to adapt learning materials and activities to suit the local context, they can be more effective in incorporating local wisdom into English language teaching.	Teacher hope potential of access materials and resources available also training and guidance about integrating local Wisdom in English language teaching
18.	Do you think there are any risks or weaknesses in integrating local wisdom in English learning? If so, what are they?	The potential for limited of access materials and resources available. Relying on local wisdom can make the learning process more challenging if teachers do not have access to adequate materials or support. In addition, if not done carefully, too much focus on local wisdom can distract from the main goal of language learning, which is	The weakness is lack of access material and lack of teacher understanding

		the development of English language skills. And the training and guidance I really need to adapt local wisdom in English language teaching	
19.	What long-term benefits do you predict from integrating local wisdom into English learning for students?	The long-term benefits of integrating local wisdom into English language learning are significant. One of the main benefits is increased cultural identity and pride in local heritage. When students grow up with a strong understanding of their own culture, they are more likely to become guardians and preservers of that culture in the future.	The long-term benefits of integrating local wisdom into English language learning are significant
20.	In your opinion, can local wisdom provide a unique or different perspective in learning English? If so, how?	Yes, local wisdom can provide a unique and different perspective in learning English. When students learn English through their own cultural context, they gain a deeper understanding of how language and culture are interrelated. This allows them to see English not only as a global communication tool, but also as a means of expressing local values and traditions. For example, local folklore or myths integrated into English lessons can open up discussions about moral values, life philosophies, or the relationship between humans and nature, which may not often be discussed in conventional learning materials.	Local wisdom can provide a unique and different perspective in learning English. For example, local folklore or myths integrated into English lessons can open up discussions about moral values, life philosophies, or the relationship between humans and nature, which may not often be discussed in conventional learning materials.
21.	What are the main reasons that make you believe that integrating local wisdom in	This gives students a broader perspective and a more holistic understanding of language and culture. Integrating local wisdom helps preserve valuable cultural heritage. In an increasingly global	By bringing local wisdom into the classroom, we are not only teaching

	English learning is important?	world, there is a risk that local values and traditions will be forgotten or neglected. By bringing local wisdom into the classroom, we are not only teaching English but also ensuring that local culture remains alive and appreciated by the younger generation. Another reason is that integrating local wisdom can enrich the language learning process by providing a real and meaningful context. This helps students to understand the language in a broader and deeper context, which in turn improves their ability to use the language in real life.	English but also ensuring that local culture remains alive and appreciated by the younger generation
22.	How the influence does the integration of local wisdom have on students' motivation in learning English in your opinion?	Integrating local wisdom makes learning more contextual and relevant. Students are more likely to feel that what they are learning has practical value in their daily lives, which increases their motivation to participate and achieve success in learning curriculum.	Integrating local wisdom makes learning more contextual and relevant
23.	What are your hopes for the future of the integration of local wisdom in English language teaching at this school?	I hope that in the future, the integration of local wisdom in teaching English in this school will become more systematic and structured. I hope that there will be greater support from schools and the government in the form of training, resources, and clear guidelines on how to effectively integrate local wisdom into the English curriculum.	the integration of local wisdom in teaching English in this school will become more systematic and structured, greater support from schools and the government in the form of training.

Based on the results of the interview with the English teacher Mr. Sokhizato Waruwu, S.S. presented in the table above, it shows that the teacher has integrated local wisdom in learning so that he can answer all the research questions that the researcher has previously compiled. In integrating local wisdom in English

learning, teachers experience difficulties and several factors that influence these difficulties.

First, learning planning, namely in compiling lesson plans, making materials that are relevant to local wisdom and also in designing or creating learning concepts due to the lack of teacher understanding regarding integrating local wisdom in English learning

"The main difficulty in designing and conceptualizing the learning is because many teachers, including myself, lack understanding of this. In fact, special training is needed to help teachers. The main thing that makes it difficult for me is the lack of knowledge"

Based on the opinion above, it shows that teachers experience difficulties in planning or creating concepts for integrating local wisdom in English learning, teachers also admit their lack of understanding of integrating local wisdom in English learning in terms of compiling lesson plans and making appropriate media due to the lack of sources that can be accessed by the teacher.

"'I myself have done learning that integrates local wisdom and for the learning media I can't make it really good. Usually I just use PPT or don't use media. In the same cases, local wisdom may not be well documented or easily accessible, making it difficult to incorporate it into the learning"

"One of the main difficulties is the lack of available resources that combine English language teaching with local wisdom elements"

Based on the points that have been conveyed by the teacher above, it can be concluded that teachers have difficulty in integrating local wisdom into English learning'.

Second, in the implementation of learning, this is related to the implementation stage of learning which includes motivation, class participation, and content delivery. In this case, teachers have difficulty in conveying local wisdom content in English learning so that teachers need to find and link it with an approach that is relevant to students. Teachers must be able to link local wisdom content into English learning which is generally global content.

"Yes, explaining how local wisdom can be connected or applied to English learning materials can be difficult. For example, if I am teaching vocabulary related to the environment, I might want to include local knowledge about traditional agricultural practices or natural resources. However, explaining how these practices relate to the English vocabulary being taught requires careful thought and creativity. It is also important to ensure that students understand the cultural significance of the local wisdom, rather than just seeing it as a linguistic exercise."

Based on this opinion, it shows that teachers find it difficult to adjust English material with local wisdom material that has limited sources, so it can be concluded that teachers also experience difficulties in implementing learning by integrating local wisdom in it.

Third, in the evaluation of learning, teachers also experience various difficulties based on the results of interviews that have been conveyed by the teacher, this is related to the assessment stage of learning which includes monitoring students, evaluating their attitudes, and evaluating their learning outcomes.

"Yes, there are some difficulties in conducting reflection or assessment at the end of English learning involving the integration of local wisdom because teachers need to develop assessment criteria that reflect the understanding and application of local

wisdom, which can be complicated without clear guidelines, there are no standard measurement tools specifically designed to assess this aspect, so teachers may have difficulty in assessing the mastery of local wisdom objectively and consistently. It is necessary to develop better assessment tools and adjustments in assessment criteria that can reflect the integration of local wisdom effectively. Support in the form of adequate training and resources is also important to assist teachers in conducting fair and accurate reflection and assessment."

Based on this opinion, it shows that teachers have difficulty in developing assessment tools because there are no specific assessment standards related to local wisdom and there are also no specific guidelines that can be used by teachers in assessing students about local wisdom in learning, so it can be concluded that teachers find it difficult to evaluate learning.

The results of the interview describe the difficulties teachers have in integrating local wisdom into English learning as the first research formulation and the factors that influence these difficulties in the second research formulation. The researcher also got answers from the third research formulation, namely about teachers' views on the integration of local wisdom in English learning, as quoted from the following interview results.

"Yes, I believe that it is very important to integrate local wisdom into English language learning. Doing so helps make the learning process more relevant and meaningful to students, as it connects the language to their own cultural context. This can increase student motivation and engagement, as they see the value of learning English in relation to their own lives and communities. In addition, integrating local wisdom helps preserve and promote the cultural heritage of local communities. It gives students the opportunity to learn and appreciate their own culture while developing their

language skills. This can foster a sense of pride and identity, as well as a deeper understanding of the cultural diversity that exists in the world."

Based on this opinion, it can be concluded that teachers have a good view of the integration of local wisdom in English language learning. Teachers believe that the integration of local wisdom in English language learning provides many benefits for students.

4.2.2 The Result of Observation

The next step taken by the researcher is non-participant observation. Observation is only used to support the interview results. The researcher observes the conditions, situations, and activities during learning. Therefore, the researcher observes and records the teacher's activities in the Integrating local wisdom in English language teaching process. The observation used is non-participant observation, namely the researcher only makes direct observations of the object's conditions without any active involvement. The researcher conducted observations in class X TKJ SMK Negeri 3 Lahewa, on Tuesday, August 20, 2024. The researcher used an observation sheet (yes/no) based on interview questions that had been prepared and adjusted to the interview questions that had been carried out previously. The following are the observation results that the researcher obtained.

Table 4.2.2 The Result of Observation

No	Indicators	Aspect observed	Yes	No	Note
1.	Difficulties in learning planning	Teacher prepare lesson plan and syllabus with local wisdom content that will be integrated into English learning		√	The teacher use lesson plan and syllabus without local wisdom content
		Teacher prepare Learning materials relevant to local	√		Teacher prepare local wisdom narrative text to be

No	Category	Indicator	Yes	No	Description
		wisdom?			integrating
		Teachers use local wisdom resources (books, modul, etc.) during learning		√	Teacher didn't have book or other local wisdom resources
		Teachers use learning media that are relevant to local wisdom in English learning		√	Teacher not prepare media
2.	Difficulties in learning Implementing	Teachers motivate students to understand the importance of local wisdom in learning	√		The teacher explain for students about local wisdom before integrating.
		Teachers use classroom activities that involve local wisdom to increase students participation.	√		Teachers use roleplay as approach to involve students in local wisdom activities
		Teachers easily to related local wisdom to the context of the English material being taught to sudents.		√	Teachers spend a lot of time explaining local wisdom
3.	Difficulties in learning evaluation	Teachers monitoring and take notes students activities		√	Teachers not take notes to monitoring students activities
		Teachers use evaluation sheet to assess and evaluate students' attitudes.		√	Theacher not use guidelines to observe students attitudes
		Teachers use evaluation sheet to assess and evaluate students' learning outcomes.		√	Teacher only ask some of students to retell about the local wisdom story as evaluation

After conducting interviews with teachers, researchers conducted non-participant observations. These non-participant observations were only conducted to support and ensure the results of the interviews that had been answered by the informants. In this

case, it is important to conduct observations to find out whether the teacher is truly integrating local wisdom in English language learning. Based on the observation sheet, it can provide a picture and support the statement of the resource person (English teacher) that the teacher is truly integrating local wisdom in English language learning and experiencing difficulties according to the results of the interview starting from difficulties in learning planning, difficulties in implementing learning and difficulties in evaluating English language learning that is integrated with local wisdom.

4.3 Discussion

4.3.1 The Description and Intepretation of the Research Result

Based on the research results that researchers have obtained through interviews with English teachers and also supported by observation activities on teacher teaching activities in the classroom to support the truth of the interview results, the researcher will present a discussion with the research title "An Analysis of Teachers Difficulties in Integrating Local Wisdom in English Language Teaching At SMK Negeri 3 Lahewa" and answer 3 formulations of the research. To facilitate the reader's understanding, below will be discussed one by one the results of the research that has been carried out.

4.3.1.1 Teachers Difficulties in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa

Based on the research results obtained by researchers through observation interviews and documentation, it shows that there are difficulties for teachers in integrating local wisdom in English learning based on the indicators of teacher difficulties written by Nuriya Rahma Muhammad Khoirul Ritonga 2022, namely difficulties in planning, implementing and evaluating learning. This is also supported by the opinion of Sudirman et al., 2020, that teacher difficulties lie in the planning, implementation in the classroom, and evaluation stages. So it can be explained as follows:

a. Difficulties in learning planning

The teacher's difficulties at this stage are related to learning preparation, namely lesson plans, syllabuses, media and learning materials in line with what Fauzan 2024 said that learning planning is a series of activities that must be prepared by a teacher to carry out the learning process

properly. The learning plan functions as a reference and benchmark for educators in carrying out the learning process to achieve the desired results. In the context of integrating local wisdom in English learning, learning planning means internalizing local wisdom in lesson plans, syllabuses, media, and English learning materials. Based on the results of the interview, the teacher admitted that he had difficulty in designing and creating learning concepts that were integrated with local wisdom due to a lack of knowledge and understanding of this.

First, Difficulty in preparing lesson plans (RPP) and learning syllabus. Teachers feel that preparing a new lesson plan containing local wisdom content requires in-depth knowledge of local wisdom. From the results of the interview, it was found that teachers experienced several difficulties in creating a Lesson plan based on local wisdom. One of the main challenges is aligning activities that contain local wisdom with the learning objectives and applicable curriculum standards. Teachers often find it easier to use existing lesson plans and syllabi than to create their own, because it is difficult to ensure that the learning activities not only involve elements of local wisdom, but are also effective in teaching the necessary language skills.

This statement is in line with the opinion of Farida Jaya 2019 that learning planning is the process of determining conditions and analyzing students' learning needs so that learning strategies and products are created both at the macro and micro levels. This is also in accordance with the results of the researcher's observations that the teacher only used the existing syllabus and lesson plan with the topic 'Narrative Text' Without including local cultural elements in the This supports the results of the interview that the teacher found it difficult to create a lesson plan to integrate local wisdom into English learning. Teachers also face obstacles in finding appropriate materials for these activities considering that there are no sources or references that teachers can use as a guide to compile the lesson plan. So to get information about local wisdom, coordination with community members who have special knowledge and expertise in local wisdom is needed. This can be a challenge, especially in terms of time and resource availability. All of these factors add to the complexity of creating a lesson plan local wisdom-based.

Second, the difficulty in creating or preparing media based on local wisdom, media is a support for teacher activities to achieve learning goals so that messages can be conveyed properly, in line with Schram's opinion in 2021, learning media is a message-carrying technology that can be utilized for learning purposes. From the results of the interview, it was found that teachers face various difficulties in creating learning media, especially when trying to integrate local wisdom into English language teaching. One of the main obstacles faced is the limited ability to produce learning media that are truly effective and of high quality. Teachers often only rely on Power Point as a medium, even in some cases, do not use learning media at all. This shows limitations in creativity and technological skills in creating media that support local wisdom-based learning. Another difficulty faced is related to the limited accessibility and documentation of local wisdom itself. Many elements of local wisdom have not been well documented, or if they have, the information may not be easily accessible to teachers. The lack of adequate resources makes it difficult for teachers to create learning media that are authentic and relevant to the local context.

Without proper documentation, teachers struggle to find the materials or references needed to develop media that can reflect and teach local wisdom effectively. In addition, there is a lack of support and clear guidance on how to integrate local wisdom into English language teaching. Existing guidance may not be specific or practical enough, so teachers are often left to innovate on their own without a clear direction. This adds to the challenge of creating learning media that suits students' needs while introducing and integrating local wisdom into the teaching and learning process.

The combination of limitations in technological skills, lack of documentation and access to local resources, and minimal guidance make it difficult for teachers to create learning media that are not only interesting and effective but also aligned with the objectives of teaching English based on local wisdom. This suggests that greater support, whether in the form of training, resources, or guidance, is needed to help teachers overcome these challenges. The results of the observation also support the teacher's statement that in integrating local wisdom in the classroom, teachers do not

use learning media related to local wisdom, researchers saw that teachers only used English textbooks for grade X (English SMK/MAK Revised Edition) so that the learning process was adjusted to the activities in the book.

Third, the difficulty in creating English learning materials with local wisdom integration. Learning materials are the content or core of the information to be conveyed to students in this case must contain local wisdom content, in line with Alghifari's opinion in J Juanda 2021, the definition of learning materials is information, tools, and texts needed by teachers for learning planning. Based on the interviews, it was seen that teachers experienced various difficulties in preparing learning materials based on local wisdom. One of the main challenges is the limited resources available, which combine English language teaching with local cultural elements. Materials containing local wisdom often have to be created from scratch by teachers, which requires a deep understanding of English and local culture. This process is not only time-consuming and labor-intensive, but also requires special skills to align these two elements in the learning materials. Another challenge is adapting the materials to suit the various levels of language proficiency of students. Local wisdom often involves complex concepts or vocabulary, which can be difficult for students who are still at the beginning stage of learning English to understand.

Teachers are faced with the difficult task of simplifying or adapting these materials without reducing the essence of the local wisdom. This simplification process must be carried out carefully so that students can still understand the material while still gaining a deep understanding of local wisdom. In addition, the large number of textbooks and online resources designed for a global audience, without taking into account the local cultural context, worsens the situation Laksana et al., 2021 states that learning should integrate local wisdom values with global insight. Available resources are often not relevant to students' cultural backgrounds, so teachers must rely on their own creativity and local knowledge to develop relevant materials. Poorly documented or difficult to access local wisdom adds to this challenge, making the process of finding and developing appropriate materials even more complicated. The lack of clear support and guidance on how to effectively integrate local wisdom into English language

teaching is also a significant problem. Existing guidance may not be adequate, so teachers must find their own ways to align materials with learning objectives and student needs. With all these challenges, it is clear that teachers need more support, both in terms of resources, training, and guidance, to be able to develop learning materials that are not only relevant and effective but also rich in local wisdom values.

The results of the researcher's observations showed that teachers did prepare learning materials based on local wisdom, namely teachers using narrative texts entitled "The origin of Megeto lake" which is a story of the origin of Lake Megoto which is a local wisdom of Nias. However, from the results of teacher interviews, it was difficult to find sources for these materials.

b. Difficulties in implementing learning

Teachers' difficulties at this stage are related to motivation, class participation, and content delivery. Difficulties at this stage are the difficulties faced by teachers in implementing learning. In line with Azhar's opinion (2021), learning is an interaction that takes place between teachers and students which brings information and knowledge. So at this stage the teacher needs to integrate local wisdom and convey it to students, this is related to motivation, class participation, and content delivery Nuriya Rahma Muhammad et al 2022.

Based on the results of interviews with teachers at the stage of motivating students towards the integration of local wisdom in English learning, teachers do not face difficulties because according to them, these activities are meaningful for students and make students more motivated, also supported by the results of observations that teachers do carry out these activities, namely providing student motivation to participate in English learning based on local wisdom, the same thing with class participants based on the results of interviews that teachers have no difficulty in getting students to participate in these activities, teachers only need to choose methods and approaches that are fun for students such as roleplay, group discussions, this is in line with the opinion of Mertins in Juita br ginting 2029 the effectiveness of learning as seen from the interactions created is justified that learning is more effective if interaction is carried out, one of which is through group activities or discussions.

Such as the results of observations showing that the teacher does use roleplay techniques so that students are involved and participate well. However, the difficulties found in the content delivery section based on the interview results, the teacher stated that he had his own difficulties in delivering local wisdom content in English language learning, namely Based on the interview results presented, there are several main conclusions that can be drawn regarding the teacher's difficulties in delivering content when integrating local wisdom into English language learning.

First, in connecting Local Wisdom and English Material, teachers have difficulty in connecting local wisdom with English material. For example, when teaching vocabulary about the environment, teachers want to include traditional agricultural practices or knowledge about local natural resources. However, linking these practices to the English vocabulary taught requires deep thought and creativity. This challenge also includes efforts to ensure that students understand the cultural significance of the local wisdom, and not just see it as a mere linguistic exercise.

Second, teachers face challenges in identifying the types of local wisdom that are suitable to be integrated into English learning. Some local wisdom may be too complex, too culturally specific, or difficult to connect with the language skills being taught.

Third, adapting local wisdom content for English learning is a big challenge. One of the main difficulties is ensuring that the content is accessible to students who may have limited English proficiency. Local wisdom often involves complex ideas, language, and cultural references, which are difficult to translate into simpler English. In addition, maintaining the authenticity and cultural integrity of local wisdom while still making it understandable to students is also a challenge in itself.

Fourth, teachers often lack models or resources that can be used as references in adapting local wisdom content for English language teaching. This forces teachers to develop their own materials and strategies, which can be time-consuming and labor-intensive, and require a high level of creativity and innovation.

Based on the results of the observation, it also supports the opinion and results of the interview that have been

conveyed by the teacher that at the stage of motivating and involving student participation, the teacher carried it out well and got points (yes) from the observation, but in delivering the material, the teacher used a lot of time which showed that there were difficulties for the teacher in this regard along with the statement he conveyed during the interview activity with the following quote "*Time constraints are a major challenge in integrating local wisdom into English language teaching. It takes time because this is relatively uncommon or unfamiliar to students so they need to adapt first, they need to be trained and introduced to them.* " Overall, these points show that delivering content that integrates local wisdom into English language learning is difficult for teachers.

c. Difficulties in Learning Evaluation

Teachers' difficulties at this stage are related to monitoring students, evaluating their attitudes, and evaluating their learning outcomes. This is in line with Magdalena's opinion in 2021 that the purpose of learning evaluation is to determine the effectiveness and efficiency of the learning system, both in terms of objectives, materials, methods, media and learning resources. Based on the results of interviews conducted by researchers, the difficulties experienced by teachers in evaluating learning that has been integrated with local wisdom are as follows.

First, monitoring students is one of the main challenges because teachers often have difficulty in carrying out comprehensive monitoring of the development of each student. This is due to the limited time available, as well as the lack of effective tools to monitor student progress in real time. Teachers must manage various aspects of learning in the classroom, including the delivery of materials and interactions with students, which makes it difficult to provide the individual attention needed for in-depth monitoring. Limited resources, such as adequate technological aids or efficient reporting systems, also exacerbate these difficulties, so teachers may not be able to document student progress comprehensively and accurately. Along with the results of observations that the teacher did not use guidelines and did not record student activities as a form of student monitoring activities.

Second, evaluation of student attitudes, teachers face problems because student attitudes are often difficult to

measure objectively. The lack of standardized and effective evaluation instruments to assess student attitudes in this context also affects the accuracy of the assessment. Attitude evaluation requires in-depth and systematic observation, but time constraints and lack of clear guidelines often hinder this process. Based on the results of observations supporting the interview statement that teachers do not use evaluation sheets as a guideline for evaluating student attitudes.

Evaluation of learning outcomes, teachers face difficulties in measuring the achievement of specific learning objectives and the relevance of local wisdom materials. Existing assessment methods may not be able to accurately reflect the learning outcomes expected from students, especially if local materials have their own approaches or uniqueness that are not easily measured with conventional evaluation instruments. The lack of clear and standardized evaluation guidelines for local materials is also a major obstacle, causing teachers to have difficulty in determining objective and consistent assessment criteria. Based on the results of observations supporting the interview statement that teachers do not use evaluation sheets as a guideline for evaluating student learning outcomes.

Based on the explanation above, teachers have difficulty integrating local wisdom into English learning which can be presented in the table below.

4.3.1.2 Factors Influence Teachers Difficulties in Integrating Local Wisdom in English Language Teaching

Based on the research results obtained from interviews with English teachers and also observations conducted by researchers to support the interview results, the factors that influence the difficulties in integrating local wisdom in English language teaching are divided into two, namely internal factors and external factors, in line with the opinion of Syah in Monica Yulianti 2023, that internal factors are factors of difficulty that are influenced by the knowledge or understanding of teachers in this case are factors that come from the teacher himself while external factors are difficulties for teachers that are influenced by external factors. So the researcher describes it as follows:

a. Internal factors

Based on interviews with English teachers, researchers found that teacher difficulties were influenced by internal factors. This is in line with the opinion of Yatmi Prihatien et al

2023 who stated that internal factors can influence teacher difficulties.

First, the limited knowledge of teachers is an internal factor that influences difficulties due to a lack of in-depth understanding of local wisdom that they want to integrate into English language teaching. Local wisdom includes the values, traditions, and cultural practices of local communities that may not be widely known by teachers. This lack of knowledge makes it difficult for teachers to design effective learning materials that combine local cultural elements with English language teaching. Without sufficient understanding of local wisdom, teachers cannot ensure that the materials taught truly reflect these cultural values in a way that students can understand. Teachers must find ways to simplify the materials without losing the essence of local wisdom, which requires creativity and special skills. The difficulty in adapting these materials is also caused by teachers' limited understanding of the best way to connect local cultural aspects with the language skills being taught.

Second, the limitations of teacher experience, this is in line with Rahmawati et al., (2021) stated that teaching experience has a positive effect on teacher performance. Teachers often have to develop learning materials that incorporate local wisdom from scratch, which requires significant time and effort. Limitations in knowledge and experience on how to compile effective materials can affect teachers' ability to create relevant resources. These limitations also include difficulties in designing learning concepts, as well as adapting local wisdom materials to be applied in English learning. The limitations of teacher experience also affect the teacher's ability to evaluate learning which becomes more difficult for the teacher to implement due to the lack of experience and understanding to compile student evaluation points. Based on the explanation above, it can be concluded that internal factors influence teachers' difficulties in integrating local wisdom into English learning.

b. External factors

Based on the results of interviews with teachers and supported by observation results, it can be analyzed that external factors that influence teacher difficulties can come from outside due to the lack of available facilities and infrastructure or training support and implementation

guidelines. This is in line with the opinion expressed by Yatmi Prihatien 2023 that external factors are things related to the lack of adequate facilities and infrastructure.

First, limited material resources, limited access to materials and sources of local wisdom affect teachers' difficulties in integrating local wisdom into English learning. Teachers admit that they must be able to develop their own materials which makes it more difficult for teachers. Local wisdom is often not well documented or difficult to access, making it difficult for teachers to find and use relevant resources.

Second, the lack of training on integrating local wisdom into English learning, the absence of adequate special training support, makes it difficult for teachers to understand effective ways to integrate local wisdom into English teaching. Specific and relevant training is essential to help teachers overcome these challenges and provide them with the skills and knowledge needed to create effective and local wisdom-based learning.

Third, the lack of guidelines that can be used as examples by teachers as guidelines or bases for teachers to create learning tools such as lesson plans, media, learning evaluation tools. Without a specifically designed standard measurement tool, teachers may have difficulty in assessing local wisdom mastery objectively and consistently. The development of better assessment tools and adjustment of assessment criteria are essential to ensure fair and accurate reflection and assessment of the integration of local wisdom in learning.

So it can be concluded that the factors that influence teachers' difficulties in integrating local wisdom in English learning are internal factors and external factors. This is in accordance with the opinion of Imelsi Annissabrina 2023. Factors that indicate low application of local wisdom values are internal factors which include low knowledge of local culture, and external factors which include low support and access to reach local wisdom in the local area.

4.3.1.3 Teachers Perspective in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa

From the results of interviews conducted by researchers with English teachers at SMK Negeri 3 Lahewa, it shows that

teachers provide and have good views on the integration of local wisdom in English learning. Based on 21 interview questions that have been answered by the informant (English teachers), the researcher concluded that the teacher's views are good and can be described and explained as follows. The teacher stated that integrating local wisdom into English learning is very important because it makes the learning process more relevant and meaningful for students. By connecting English with the local cultural context of students, learning becomes more contextual and can increase student motivation. Students will feel more involved because they can see a direct relationship between the language they are learning and their daily lives and their communities, this opinion is in line with Assidiq & Atmaja (2019) that education based on local wisdom is education that trains students to always be close to the reality situations they face. This gives them a sense of value in learning English which is not only a global communication tool, but also as a means to express and understand their local values and traditions.

According to the teacher, in addition to increasing student motivation and engagement, the integration of local wisdom also has other significant benefits. One of them is helping to preserve and promote the cultural heritage of local communities. This statement is in line with Adhani, 2023 The theme of local wisdom is an important strategy in the digital era, where students are easily influenced by foreign cultures. helps shape their mindset and critical thinking, while appreciating historical events that occur. By learning their own culture in the context of language learning, students not only understand and appreciate their cultural heritage, but also develop a strong sense of pride and identity towards their culture.

This also enriches their understanding of cultural diversity in the world, providing a broader perspective on how

65

local culture relates to global culture. This opinion is in line with Margana's statement, in Juita br Ginting 2019 the integration of the two cultures in English language learning offers various advantages including fostering intercultural awareness, fostering a sense of sensitivity to cultural differences, fostering a sense of pride in local culture, fostering local wisdom, developing cultural understanding and developing English learning based on real experiences. Teachers hope that in the future, the integration of local wisdom in English language learning will be more systematic and structured. Teachers expect greater support from schools and the government in the form of adequate training, sufficient resources, and clear guidance on how to effectively integrate local wisdom into the English curriculum. With this approach, it is hoped that the integration of local wisdom can be carried out better, providing maximum benefits for students and helping to preserve local culture while developing their English skills.

4.3.2 The Research Result Versus the Latest Related Research

Previously, there have been many studies discussing the integration of local wisdom in the learning process and in various aspects of education. The results of these studies add to the researcher's insight into local wisdom in learning so that it can support the implementation of the research conducted by the researcher. However, there are still few previous studies that focus on and discuss how teachers have difficulty integrating local wisdom in English learning. Here I will explain previous research that is relevant to the research that I did so that I can compare it with my research entitled " An Analysis of Teachers Difficulties in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa".

The first research conducted by Imelsi Annissabrina 2023 entitled "Characteristics of Elementary School Learning: Obstacles in

the Application of Local Wisdom Values in Elementary Schools at SD Negeri 18/IV Jambi" research uses a qualitative research method with a descriptive approach. This study discusses the obstacles in implementing local wisdom in elementary schools and also discusses the character of elementary school students. The results of this study indicate that there are several obstacles in the application of local wisdom values in SD Negeri 18/IV Jambi, namely: 1) low motivation, interest, and encouragement of students to apply local wisdom values, 2) low teacher competence in implementing these values with various methods, 3) limited time to carry out activities that integrate local wisdom values, 4) a school environment that has not fully implemented local wisdom values through constructive activities and positive culture, and 5) no evaluation of the results of the application of local wisdom values. Comparison between similarities and differences as follows.

The similarity with my research is analyzing the obstacles in integrating local wisdom and the results of the study also show that these obstacles are caused by the lack of teacher competence in integrating local wisdom in English learning and the lack of support from the school and the absence of solid guidelines for the application of local wisdom in learning. The difference with my research is that Imelsi Annissabrina's 2023 research provides a general overview of the obstacles in integrating local wisdom in learning and is not only heard in one subject and the subject is general, namely in elementary schools. The difference in the results of the study also shows that student learning motivation is still low. While the research I conducted focused on teacher difficulties specifically and on one English lesson. The results of my research also found a statement for teachers that there were no obstacles to student learning motivation.

The second study conducted by Frumensius B. Dole, Wahjoedi, I Nyoman S. Degeng (2020) with the title "Difficulties of Elementary School Teachers in Developing Local Wisdom-Based Social Science

Learning in Detukeli District, Ende Regency" this study aims to determine the difficulties of teachers in developing local wisdom-based learning, especially in elementary schools. This study uses a qualitative descriptive method and collects data through interviews, observations, and documentation. The results of the study show that teachers have difficulty integrating local wisdom into learning, namely elementary school teachers in Detukeli District face several major challenges. They have difficulty planning learning that focuses on character education and local wisdom. Existing planning is often not carried out systematically and in writing, but is only done spontaneously. Teachers also face obstacles in developing learning tools such as syllabuses and Learning Implementation Plans (RPP), due to a lack of understanding of the technical steps needed. In addition, work time management is a significant obstacle. The high workload, including additional tasks, makes it difficult for teachers to manage their time effectively. Limited infrastructure, such as inadequate night work facilities, also exacerbate the situation. Factors causing these difficulties include the lack of adequate technical training on the development of learning tools. Although many teachers have high formal educational qualifications, this is not always followed by the required technical skills. The lack of supporting facilities and infrastructure, as well as the burden of work that burdens teachers, also contribute to these difficulties.

This research has similarities with my research, namely to find out what difficulties teachers face in integrating local wisdom into learning. Then there are similarities in the results of the study, namely that teachers have difficulty in preparing learning implementation plans that integrate local wisdom due to lack of knowledge, as well as challenges in aligning activities with learning objectives and curriculum standards. Both show challenges in adapting learning plans to include elements of local wisdom.

Comparison of similarities and differences as follows. The first

similarity is that both focus on the difficulties of teachers in integrating local wisdom into learning. The results of the research by Frumensius B. Dole, Wahjoedi et al (2020) show significant similarities with my research in terms of the challenges faced by teachers when integrating local wisdom into English language learning. Both noted difficulties that included planning, implementing, and evaluating learning. The research by Frumensius B. Dole, Wahjoedi et al also reflected that teachers had difficulty in designing lesson plans that incorporated local wisdom, similar to the findings of my research which showed that teachers found it difficult to align local wisdom with applicable learning objectives and curriculum standards. Frumensius B. Dole et al (2020) also identified challenges in preparing learning media based on local wisdom, which was also noted in my research as a problem related to limited creativity and access to local resources. The difference lies in the details and focus of the two studies that I conducted related to English lessons while Frumensius B. Dole, Wahjoedi et al (2020) focused on social science lessons. My research focuses more on general challenges such as limited teacher knowledge and experience, while Frumensius B. Dole, Wahjoedi, et al. 2020) research provides more in-depth details of learning. The results of this previous study focused more on the practical solutions needed to overcome these challenges. Overall, although there are similarities in the problems faced, the differences lie in the level of detail and focus of the problems identified, as well as the solutions or support needed to overcome these difficulties.

4.3.2 The Research Result Versus the Theoris

Based on the results of the research that the researcher has conducted with the title "An Analysis of Teachers' Difficulties in Integrating Local Wisdom in English Learning at SMK Negeri 3 Lahewa" there is conformity and inconsistency with the existing theory about teachers' difficulties in integrating local wisdom in

English learning. After obtaining the results of the study, the researcher will describe the conformity and inconsistency of the research results with the existing theory. First, the theory of Syahrial et al., 2019 Teachers as the spearhead of education are expected to be able to design and develop learning based on local wisdom. Integration of education based on local wisdom must of course be adjusted to the context of the material presented, the development of students and also the learning methods used. Based on this theory, the researcher found a discrepancy with the results obtained in the field after analyzing English teachers, the teachers were unable to design and develop learning based on local wisdom in English learning. The teacher felt that it was very difficult and the lack of knowledge of the teacher regarding local wisdom so that the expectations about the teacher in the theory did not match the reality in the field.

Second, the theory of Frumensius B. Dole et al 2020, states that the cause of teacher difficulties in integrating local wisdom into learning is the rare, even non-existent training, or instructions on developing learning tools for teachers. Unavailability of facilities and infrastructure. If there are any, they are very minimal/limited. Use of a class teacher system where a teacher must teach several subjects. Additional tasks other than teaching assigned to teachers cause frequent leaving of the workplace and teaching duties. The conformity found by researchers with this theory is that in the results of the research conducted by researchers obtained from the results of interviews said that the difficulty factors encountered were also caused by external factors, namely the lack of training and even no training for teachers that can be used as a guideline in implementing local wisdom learning. The inconsistency of the research results that can be compared with this theory lies in the theory which states that one of the causes of teacher difficulties is "The use of a class teacher system where a teacher must teach several subjects. Additional tasks other than teaching assigned to teachers cause frequent leaving of the

workplace and teaching duties". However, the research results obtained by the researcher do not show that too much workload can cause teachers to have difficulty in integrating wisdom in teaching and also the results of interviews with teachers do not state something.

Third, the theory of Imelsi Annissabrina et al 2023, teachers and the community and schools need to work together to further motivate students in practicing local wisdom values wholeheartedly so that the meaning of these wisdom values can be beneficial for themselves and their environment. This theory can be compared with the reality found by researchers and found inconsistencies with the research results. The theory states that schools, teachers, and the community need to work together to motivate students in practicing local wisdom values. Based on the results of the research that I obtained, teachers stated that they had difficulty in getting local wisdom information from people who knew more about local wisdom. Likewise with schools, based on the results of interviews, it showed that schools did not yet support the integration of local wisdom in English learning in accordance with the teacher's statement who hoped that in the future schools could support and provide training.

Based on this, we can see that there is still no cooperation between the community, teachers, and schools in the integration of local wisdom in learning. Based on several theories above, it can be concluded that the theory of integrating local wisdom in learning is still not fully in accordance with the conditions and realities in schools.

4.3.3 The Research Result Implication

The results of this study indicate several important implications that need to be considered regarding the difficulties teachers face in integrating local wisdom into learning. We know that teachers play an important role in the success of learning and learning outcomes for

students, as well the importance of local wisdom in learning, so in an effort to improve the quality of English language teaching integrated with local wisdom, one of the main findings is that teachers have difficulty in planning, implementing, and evaluating learning that combines elements of local wisdom. This difficulty is mainly due to a lack of in-depth understanding of how local wisdom can be effectively integrated into the English language learning process. This emphasizes the importance of more intensive and specific training for teachers. The training needs to focus on how to identify, adapt, and integrate elements of local wisdom into lesson plans, materials, media, and evaluation methods. Support in the form of this training will help teachers develop the skills needed to create more meaningful and contextual learning for students.

In addition, limitations in relevant learning resources and media are significant obstacles for teachers in creating lesson plans and implementing teaching integrated with local wisdom. Therefore, it is very important for the government and schools to work together in providing teaching materials and learning media that are appropriate to local needs. Providing clear and practical guidelines will also greatly assist teachers in developing more creative and effective learning materials. Another important finding is that local community involvement can play a key role in supporting the integration of local wisdom in teaching. Collaboration with community leaders, cultural experts, and parents can help ensure that teaching containing elements of local wisdom is not only accurate and authentic, but also meaningful to students. By involving local communities, schools can be more effective in teaching local cultural values while developing students' English language skills.

The results of this study indicate that evaluation and assessment in learning integrated with local wisdom also require special attention. Teachers have difficulty in developing assessment instruments that can measure students' understanding and application

of local wisdom objectively and consistently. Therefore, it is necessary to develop clear and measurable assessment standards that can be used to evaluate the effectiveness of integrating local wisdom in English learning. These assessment standards should be designed in such a way that they reflect students' mastery of local cultural content as well as the English language skills they are learning.

Overall, the implications of this study suggest that more comprehensive support is needed for teachers in their efforts to integrate local wisdom into English language learning. This support includes training, provision of adequate resources, closer collaboration with local communities, and development of better evaluation instruments. With this support, it is hoped that the quality of English language teaching integrated with local wisdom can be improved, so that students are not only able to master English well, but also have a deeper understanding of their local culture.

4.3.4 The Research Result Limitations

In the findings of this study, the researcher is aware of several limitations that affect the findings of the study entitled "An Analysis of Teacher Difficulties in Integrating Local Wisdom in English Language Teaching at SMK Negeri 3 Lahewa". The findings of this study provide insight into the difficulties of teachers in integrating local wisdom in English language learning, but are not free from several limitations that can be explained as follows.

a. Researcher's knowledge, the researcher is aware of the limitations of knowledge in conducting research, the writing process, and in presenting the results of the study because the researcher has no previous experience in the research and the title being raised.

b. Limitations of research methods and subjects, This study uses a qualitative approach with interview and observation methods. Although qualitative methods allow for in-depth

exploration of the experiences and views of research subjects, the results are highly dependent on subjective interpretations from both participants and researchers. In addition, the number of participants is only one person, namely one English teacher at SMK Negeri 3 Lahewa. The participation of one person limits the variety of views and experiences that can be explored from this study. While an interview with one teacher can provide in-depth insights into the difficulties faced in integrating local wisdom into English language teaching, the results may not reflect the experiences or views of other teachers teaching in different contexts or in other schools.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Local wisdom is knowledge, values, and practices, experiences that develop in a particular area and function as an important part of cultural identity. Integrating of local wisdom in English language teaching means incorporating local knowledge and culture into teaching materials and methods. For example, using stories, traditions, and values from local culture as teaching materials in English. Integrating local wisdom in English learning is very important and is considered to be able to expand students' knowledge of their own culture.In integrating local wisdom in English learning, teachers face difficulties in planning learning, namely in preparing lesson plans and syllabuses, media and creating materials that integrate local wisdom due to lack of adequate knowledge and references. In implementing learning, teachers face difficulties in connecting local wisdom with English material, in evaluating learning, teachers face difficulties in limited tools, inadequate evaluation instruments, and lack of specific evaluation guidelines for local material causing challenges in assessing the effectiveness of learning.

Based on the explanation, the difficulties faced by teachers are influenced by two factors, namely internal factors in the form of lack of teacher knowledge, and external factors caused by lack of facilities and infrastructure, namely lack of accessible material sources and lack of training for teachers that can be used as a guideline.

5.2 Recommendation

Based on the results of the research and research findings, there are several suggestions for future goodness related to the integration of local wisdom in English language learning, which can be explained as follows.

For English teachers of SMK Negeri 3 Lahewa, it is important to find out and develop knowledge about existing local wisdom and improve the ability to integrate it in English language learning and to integrate local wisdom more

often in English language learning to add experience that can later affect the increasing ability of teachers.

For schools, to provide training support for teachers related to the integration of local wisdom in English language learning to improve teacher skills and understanding, and to complete facilities and infrastructure that can be accessed by teachers to obtain materials related to local wisdom.

For subsequent researchers, it is hoped that they can conduct better research related to teacher difficulties in integrating local wisdom in English language learning, and use more informants or participants to provide broader knowledge.

AN ANALYSIS OF TEACHERS' DIFFICULTIES IN INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 3 LAHEWA