

TEACHERS' ROLE IN HANDLING MULTICULTURAL' CLASSROOM; OVERVIEW ON TEACHING STRATEGIES AND MEDIA

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Abstract: Multicultural classroom deals with variety of students' background in terms of mother tongue, ethnicity, and culture. In the teaching and learning process, the variety is considered in deciding the appropriate strategies in media. Therefore, the discussion on teaching strategies as well as the media used applied in the classroom is considered important. This research is aimed at finding out those aspects in the perspective of descriptive qualitative study. The subject of the study is English teachers who teach at vocational school with various majors. The data obtained through observation are analyzed descriptively using Creswell's stages; transcribing, coding and classifying, interpreting, and drawing the conclusion. The result of this research shows that teachers still take significant role in classroom. Teachers' strategies and media are also decided based on students' characteristics from different kind of school.

Keywords: Teachers' role; multicultural classroom; strategies; media

BACKGROUND

In order to elicit the ideas of multicultural, we should explain what multiculturalism is. Rosado (2019) stated that Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. Another definition said culture includes everything that makes one group or community within a society distinctive from another: language, values, literature, worldview, food, religion, clothing, holidays, beliefs, and behavior that construct a specific group's lifestyle (Perso, 2012).

Culture is a complex term. Bhoraskar (2019) stated that culture is a broad term, and one that is not easily summed up. In addition, Damen and Savignon (1987) defined culture as the learned and shared human patterns or models for living; day-to-day living patterns [that] pervade all aspects of human social interaction. Region, ethnicity, and religion proposed different outcome of living patterns. The varied cultures is defined as multiculturalism.

The issue of multiculturalism is actually suggested in Indonesia motto “unity in diversity”. The Education of Law provides sufficient basis for developing multicultural education. There are at least three articles of the law which are understood as encouraging education for cultural diversity (Kementrian Pendidikan Nasional, 2006). One example is Article 3, which sets the aim of national education in which multicultural qualities of students are resembled in the phrase “and to become democratic and responsible citizens”. The phrase ‘democratic and responsible citizens’ indicates an educational process that upholds the values of democracy, which encourages power sharing among groups of people.

The Ministry of Education defined the operational translation of the Education Law of 2003 in regards to the standardization of graduates’ competencies from primary to junior secondary to senior secondary schools at the senior secondary and vocational schools comprise 23 competencies (Kementrian Pendidikan Nasional, 2006). The list of graduates’ competencies at each level of schooling similarly contains at least one multicultural competency, which is to respect the diversity of religion, culture, ethnicity, race, and social and economic groups/classes.

Teachers’ role is also important to obtain those standards. According to Harmer (2007), teachers roles can be defined into some categories namely controller, prompter, participant, resource, or tutor. An ideal teacher has ability to organize students’ activities by engaging, instructing, initiating, and organizing feedback. Salmona, Partlo, and Leonard (2015) claimed that among the key elements identified as important for future teachers is the development of greater cultural competence.

Teacher is one of profession that requires certain standards and competencies. The term ‘profession’ implies a number of things. The most commonly accepted definitions of a profession are of an occupation which requires a long training, involves theory as a background to practice, has its own code of behavior and has a high degree of autonomy. All of those these applies to teachers (Dean, 1991). Kunandar (2007: 46) said that "Professional teachers are teachers who have the competencies required to carry out educational and teaching assignments. These competencies include knowledge, attitudes and professional skills, both personal and academic."

A professional teacher can apply various strategies in order to achieve the learning objective. Sarjan and Mardiana (2017) quoted Strasser (1964) who defined teaching strategies as generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. Teacher’s strategy is usually applied in certain techniques. Technique is defined as any wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. According to Sudjana (2010), teaching strategy is a real action of the teacher to conduct or practice their teaching plan through certain ways, assessed to be effective and efficient. It means that the teachers endeavor to use some teaching variables, such as goal, learning material,

media, methods and evaluation. The use of those variables are intended to make students get their goals. The teaching strategy is referring to conceptual ways to do the teaching. It is a way by which teaching outcomes are expected to get. According to Brown (2007: 180), techniques mean all tasks and activities performed by teachers and students in the classroom which are almost always planned deliberately by teachers. In other words, these activities refer to any actions that teacher applies to help students achieve the instructional objectives of a classroom session.

In achieving learning objective, media are also urgent matters in teaching. There are kinds of instructional media for teaching. They vary from traditional to modern ones. Traditional media mean tools used by teachers without equipping technology to apply. The examples are whiteboard, reality, real objects, pictures, photos, flash cards, stick figures, chart, big book, modules, games, songs, and any printed materials (Fachrurrazy, 2014: 109-113).

Based on those related theories and issues, the researchers framed their interest to conduct a research on teachers' role in a multicultural classroom. This research particularly focuses on English teachers' strategies and media in teaching English. To conduct this research, the researchers focused on what kinds of teaching strategies employed by English teacher in teaching their lesson and how the role of teacher in handling multicultural classroom.

METHOD

This research was descriptive qualitative. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which behavior occurs (Angrosino, MV.2007:1). The study involved four teachers from four different schools. The school had various kinds of students' background in term of religion, ethnicity, and languages. The schools were SMKN 4 Banjarmasin, SMKN 3 Banjarbaru, SMKN 1 Bati-Bati, and SMKN 1 Tapin Selatan. All schools were located in different region at South Kalimantan, Indonesia. As for South Kalimantan, the residence of this province are varied in term of ethnicity, despite the native are Banjar tribe and Dayaknese tribe, since government in the past era made Kalimantan as transmigration location. Those schools were also chosen because of their uniqueness in terms of their major and geographic area. SMKN 1 Tapin Selatan and SMKN 1 Bati-Bati represent school located at sub-urban region. Whereas, SMKN 3 Banjarbaru and SMKN 4 Banjarmasin represent school are located at a city.

The researchers observed each teacher by attending their classes. The instruments used were field note and observation form. Recording was also applied to validate the data. The data gathered from observation was processed by following Cresswell's stages namely collecting multiple data, framing an assumption, coding and classifying, interpreting, and drawing the conclusion. Cresswell (2007) defined collecting data stage also as summarizing the data, usually by table, and the detail of them, framing an assumption is stage that included focus on participant, coding and classifying is seen when extensive data collection in the field occurs from narrow codes or themes to broader interrelated to more abstract dimension. The researchers then interpreted the data and draw the conclusion. The observation took place from March to April 2019.

FINDINGS AND DISCUSSION

In collecting the data, the researcher attended the teaching and learning process in four schools; SMKN Tapin Selatan, SMKN 4 Banjarmasin, SMKN 3 Banjarbaru, and SMKN 1 Bati-Bati due to the varied background of the students. The result of the observation is presented in form of table 1 to 8 and was followed by the discussions as follows.

Table 1 The Result of First Observation on Ms. Winda Budiarti's Class

Aspects	Types	Activities
Methods	Three-Phase Technique	<ul style="list-style-type: none"> - Teacher opens the lesson by asking one of the students to lead the prayers. - Teacher used pictures of Disney fairytales to get students' attention. - Teacher explains the material. - Teacher assigned students to work in groups. - Teacher gives evaluation.
Media	LCD Projector and Laptop	<ul style="list-style-type: none"> - Teacher shows picture (Disney fairytales) to engage students' attention. - Teacher shows picture series (Malin Kundang).

The first observation was held on SMKN Tapin Selatan, Tapin region in South Kalimantan. Even though the teacher claimed that she used the current curriculum, the teaching stages showed that the teaching and learning process relied on teacher's planning and instruction. The lesson was divided into three stages; opening, main, and closing. From the activities, it can be concluded that the teacher used three-phase technique which relied on giving motivation on the early stages, teacher's explanation before the practice, and the feedback given at the end of the lesson. Cristiani (2016) re-explains that the first phase of this technique is giving motivation for the students and triggering the students' critical thinking. The second phase is giving the skill to the students as the main stage of the learning activity. The last part is closure or wrapping the lesson and giving feedback to the students.

Table 2 The Result of Second Observation on Ms. Winda Budiarti's Class

Aspects	Types	Activities
Methods	Three-Phase Technique	<ul style="list-style-type: none"> - Teacher opens the lesson by asking one of the students to lead the prayers. - Teacher recalls students' background knowledge about local legend stories - Teacher shows a picture of Cinderella through LCD projector and relates it to previous stage. - Teacher and students discuss some words from the text. Teacher explains the material. - Teacher assigns students to work in groups. - Teacher gives evaluation.

Media	LCD Projector and Laptop	- Teacher shows Cinderella's picture to engage students' attention. - Teacher shows picture series (Malin Kundang).
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The second observation is held on the same grade but different class. The material presented was same as the previous class (see the 1st observation). In terms of teaching stages, there were no significant differences with the previous one. The differences were only on the time allotment and the number of pictures shown during the lesson.

The students taught in this class came from varied background of ethnicity. To promote the sense of belonging of the class, one of the students was in charged to lead the prayers. When the researcher confirmed this aspect to the teacher, she explained that prayer was the compulsory stage in her teaching and the students were familiar with it. Every student got their turns to lead the prayers based on their religion. The prayers were recited in Arabic when it is led by Muslims and in Indonesian when it is led by non-Muslims. This method was believed as a way to promote diversity, tolerance and respect among the students. This activity was the implementation of the SKL (graduates' competence standard) which stated that *Berperilaku sesuai dengan ajaran agama yang dianut sesuai dengan perkembangan remaja*. This stage was also in line with the ideas of today curriculum which was derived from teacher's control to students' autonomies and responsibility (stated in Badan Pengembangan Sumber Daya Manusia dan Pendidikan dan Penjaminan Mutu Pendidikan, 2013).

In doing the practices, students were grouped into several small groups. The grouping system allowed the students to discuss and engage into interactive interaction. During the given time, students discussed the text the questions followed freely. Harmer (2007) explained some advantages of grouping: (1) It dramatically increases the number of talking oppurtunities for individual students; (2) Personal relationships are usually less problematic; (3) It encourages broader skills of cooperation and negotiation than pair-work, and yet is more private than work in front of the whole class; (4) It promotes learner autonomy by allowing students to make a decisions in group without being told by the teacher; (5) The students can choose their readiness in participating at classroom.

In choosing the media, the teacher used international fairytale (Cinderella). The decision in using Cinderella was under the ideas of promoting authenticity of the English lesson. Moreover, Cinderella was a familiar story within the students. Under the same reasoning, the teacher used the story of Malin Kundang from West Sumatera. Hence, the lesson did not only cover cultural awareness but also the local wisdom. Cooper et al. (2011) identified this activity as culturally responsive teaching where the students were assigned to build on the cultural knowledge, prior experience, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them.

Table 3 The Result Observation on Ms. Marlina's Class

Aspects	Types	Activities
Methods	Three-Phase Technique	- Teacher opens by checking students' attendant. - Teacher groups the students to play

		<ul style="list-style-type: none"> vocabulary games. - Teacher explains the lesson. - Teaches evaluates students' understanding by asking them to work on the workbook. - Teacher closing the lesson by reviewing today's lesson.
Media	<ul style="list-style-type: none"> - Flashcard - Whiteboard 	<ul style="list-style-type: none"> - Teacher distributes the flashcard to each group. - Teacher uses whiteboard to write the result of the game.

Ms. Marlina teaches at SMKN 4 Banjarmasin, the capital city of South Kalimantan. This School also varies in students' ethnic background and religion. In contrary to 1st and 2nd observation, the teacher observed on the 3rd observation promoted students' authority, respect, and cooperation through vocabulary games. Hadfield (1990; quoted in Deesri, 2002) describes games as an activity with rules, a goal and an element of fun. In the game, students were divided into groups and given stock of flashcard. Students were responsible to handle the flashcard and arranged it on their table. Then, the teacher read the dictionary meaning of specific words and students should pick the correct flashcard. In this activity, teacher's control lied on the instruction given and time allotment. In contrast, students were allowed to write their groups' score on the whiteboard.

The vocabulary games was presented on the early stage of the lesson which made the students feel ready and motivated for learning. The vocabulary on the flashcard was also relevant to the material on the whilst activity so it reduced teacher talk to elicit the vocabulary. Therefore, even though the method used by the teacher was irrelevant to current method, the activity was entertaining and promoted students' involvement (Gozcu and Caganaga, 2016; Constantinescu, 2012; Fatmawati: 2016).

The teacher's position as the controller the class allows her to arrange the lesson as she wished. However, the varieties of students carried different characteristic and learning style was united into fun group activities. The activity, as the teacher told, was designed to underline students' cooperativeness instead of competition. The scoring system of game was not taken into the evaluation. Instead, it only used as the spices to heat up the activities.

Table 4 The Result of 1st Observation on Ms. Ani Runiaty's Class

Aspects	Types	Activities
Methods	The-Phase Technique	<ul style="list-style-type: none"> - Teacher opens the lesson by asking the students to recite The Holy Qur'an. - Teacher reviews previous lesson by asking several questions. - Teacher mentions the learning objective. - Teacher explains the material in terms of the purposes, the part of the letter, language used, tenses, mechanic, and the topics. - Teacher asks students' ethnicity and asks

Media	- Realia	<p>them to write personal letter about their cultures.</p> <ul style="list-style-type: none"> - Teacher closes the lesson. - Teacher closes the lesson.
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The students on Ms. Any's class came from diverse ethnicity. She teaches at SMKN 3 Banjarbaru. Most of the students come from transmigration district then their tribe also vary such as Javanese, Balinese, Sundanese, Dayaknese, Bugisnese, and also Banjarese. The diversity was used by the teacher well by exploring the uniqueness of the each ethnic and asked the students to write a letter about it. The activity was relevant since it talked about personal letter. Before going to the practice stage, the teacher lead the discussion about the possible topics of the personal letter. Varied answers were given by the students and they were written down on the whiteboard. The teacher played role as communicator which dug information from students and processed it into learning material.

The objective of the lesson dealt with the ability to identify part of the letter, language used, tenses, and mechanics. However, the teacher brough new dimension of learning by exploring students' background knowledge. Students were led by example when teacher talk about *Si Palui*, an iconic local cartoon character. Therefore, students' schemata was activated and can be used to write similar topic into the personal letter. It was in line with a previous study conducted by Supriyono and Dewi (2017), they suggested an immersion between local culture and English language learning to prepare students' psychology, social, and also culture.

The local culture involvement also allowed the students to contribute to the learning in meaningful manner. As it was stated by Septy (2016), English language learning cannot be separated with local culture. Applying local wisdom in language learning can avoid value conflict between the target language culture and students' own culture. Sa-ngiamwibool (2012) also proved that local wisdom can increase language features such as semantics, linguistics, and pragmatics on target language.

Table 5 The Result of First Observation on Mr. Suparto's Class

Aspects	Types	Acivities
Methods	Grammar-Translation method	<ul style="list-style-type: none"> - Teacher opens the lesson by leading the students to recite Asmaul Husna. - Teacher gives motivation by telling religious and historical story. - Teacher relates the story to today's lesson. - Teacher leads the students to read the text aloud. - Teacher leads the students to discuss the meaning of several vocabularies by translating them into Bahasa Indonesia. - Teacher explains the lesson about recount text. - Teacher gives exercise by asking the

		<ul style="list-style-type: none"> students to identify the verbs used in the text. - Teacher discusses the text by asking several questions. - Teacher gives evaluation by grouping the students to answer the question on the students' book.
Media	<ul style="list-style-type: none"> - Students' book - Whiteboard 	<ul style="list-style-type: none"> - Teacher asks students to read aloud the text from the book. - Teacher asks students to write the verbs they found in the text. - Teacher shows how to change verb 1 into verb 2.

The fourth school was SMKN 1 Bati-Bati. It is located at Tanah Laut region. Tanah Laut region was famous as central of transmigration domination at South Kalimantan. Based on the observation and interview, Mr. Suparto believed that opening the lesson by reciting Holy Qur'an was not only preparing the students mentally, but also promoting tolerance. He read a story about heroic movement and the power of youth. The story was about a heroic day that took place on Surabaya. He also motivated students by giving moral values from the story. He emphasized some words to be discussed with the students and drilled the students to master the pronunciation.

Clearly, the teacher believed that understanding meaning showed someone's proficiency. Therefore, the translation activity was found several times during his lesson. On the other hand, the teacher realized that understanding meaning can be achieved by giving relevant examples in students' cultures. The activity designed by the teacher fell into the definition of grammar translation method. Fachrurrazy (2014) summarized the characteristics of Grammar Translation Method as follows: 1) Classes are taught in the mother tongue; 2) Much vocabulary is taught in form of list of isolated words; 3) Long, elaboration of the intricacies of grammar are given; 4) Grammar provides the rules for putting words together, and instruction often focuses on form and inflection of words; 5) Reading of difficult classical text is begun early; 6) Little attention to the context of the text; 7) Often only drills are exercises in translating disconnected sentences into the mother tongue; 8) Little or no attention is given to pronunciation. Even though the method used was traditional, the teacher surprisingly used a grouping system which allowed the students to work collaboratively. The teacher also actively dug students' opinion and involvement into the lesson. Mr. Suparto tried to put meaningful context in the lesson by asking students to compare and contrast the story they discussed with relevant stories students know. He also tried to contribute to building students' pronunciation by drilling for certain words found in the text. Someway, Mr. Suparto mixed the ideas of Grammar Translation Method and other traditional methods such as Audio Lingual Method by paying attention to pronunciation as well (Prator and Celce Murcia: 1979; Brown: 2007).

All of the teachers presented different yet similar roles in handling multicultural classrooms. Ideally, multicultural classrooms promote mutual respect, underlined unity above diversity, and tolerance. Hence, the material selected for the learning should cover the meaningfulness and varieties of culture. In addition, the method used should focus on exploring students' diversities orally and written. The teaching and learning

process should be students' centered, not teacher centered. However, it was different from reality. Similarly, all of the teacher claimed that the schools used the current curriculum, but the teaching and learning process was still focussing on teachers' authority in deciding material and activities. The method used by the teachers were also still out of date, as they used three-phase technique and grammar translation method. Similarly, the teachers had the same belief on how to overcome the differences among the students. They believe that the diversity should be embraced by pointing out the value of respect, cooperations, and responsibility.

What divered the teachers from each other was on the method and media they chose on the lesson. However they shared a mutual belief that grouping is a best way to promote students' active learning and responsibility. Brown (2007) claimed that group work can generate interactive language, offer an embracing affective climate, promote learners responsibility and autonomy. Teacher also can individualize the task for each group by concerning their background.

The role of the teachers in enhancing multiculturalism were wide. Kojima and Kojima (2005) in Kardena (2016) explain that this role can be generated into four main tasks. It includes helping the students to tolerant for different cultures, to respect to the diverse culture, to avoid stereotyping others, and to develop various materials for cross-cultural communication. Further, Gay in Hesar, Konca, and Zarfsaz (2012) explain that there are 3 dimensions of cultural responsive teaching framework: (a) Academic achievement: Teachers aim to make learning meticulous, exciting, and challenging, (b) Cultural competence: Teachers know and facilitate in the learning process the various range of students' cultural and linguistic groups, (c) Sociopolitical consciousness: Teachers need to recognize and assist students in the understanding that education and schooling do not occur in a vacuum.

However, the roles found during observation was limited into controller and resource only. Teachers still became the main source of learning. Teachers mostly gave prompt and control the learning. To facilitate the learning process, the teachers could become a prompter, by giving clue and encourage the students to come up with their own idea. Being participant in the discussion also promote multicultural awareness of the students. Therefore, teachers could organize the lesson and activities as well as giving feedback without being the central of the lesson. Certain beliefs of teachers might also contribute to their teaching of learning. Backgroud of teachers professional development was also subject to a further investigation.

Multicultural awareness issue was also become a minor concern to the teachers. They mostly followed an instructed material from book or the English subject standard learning competencies which still focus on conveying language competencies to be fulfilled. Although, they tried to overcome cultural issue by giving example and promote group work among students. Regarding the media, it was found that traditional media such as realia, tactile media, dialogue form, and also flash cards still became teachers' favorite things.

Here, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs).

CONCLUSION

This research pictured teachers' role in handling multicultural classroom. The observation that took place in certain schools at South Kalimantan gave an insight that teachers in Indonesia still dominate the teaching and learning as learning source. However, teachers also aware that techniques such as grouping is important to foster students' active learning and collaboration. Teachers also see students without considering their ethnic, religious, or gender matter. That idea might give a benefit to multicultural classroom but it did not trigger students' awareness yet.

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