Analyzing of puzzle local culture-based in teaching english for young learners

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Abstract. Local culture-based learning is potential learning with integrates and emphasizes culture locally in the learning process. Learning through culture could be raised up of students’ appreciation for the local culture. This study potentials to improve students’ interesting, enrich vocabulary, metacognitive, and four basic language skills for younger learners “it is time to speak, it is time read, it is time to read, and the last one, time to listen. The subjects of this study were students’ primary school level, less than ten years consist of 20 boys and 14 girls, totaling is 34 students. This study used descriptive qualitative techniques in describing the improvement experienced by students. And the data used of this research were gathered by 1) observation; 2) interview; 3) documentation. The results of this study showed that 20 students felt interesting in learning English, 10 students showed progress in vocabulary, and the rest did not show any progress, and, this is influenced by the internal factors of the students. It is also recommended that puzzle local culture-based can be used as a media to motivate young learners in learning English. By doing this, the teacher could assess not only their interest to learn English but also their understanding of their local cultures.

1. Introduction
Culture is an invaluable ancestral heritage. Indonesia has cultural diversity and is very unique. Local culture is certainly very meaningful because it is a part of the characteristic of the nation [1]. Important to realize, in order to other countries do not claim Indonesian cultures are theirs. As a citizen, it is crucial to be known and then, to be taught as young learners. Correspondingly, local culture needs to be involved in foreign language teaching as [2] recommend that education is one of the suitable media that is precise and effective to generate a young generation who is able to create an inquiring mind, wise, open-minded, and constructive attitude. Currently, the investigation was done by [3] report that the using of local culture-based picture storybooks in teaching English for young learners helped them easily understand the story. The report investigated using library research, namely, journal articles, reference book, and internet articles. Furthermore, the result provided learners used their visualization form of pictures, for instance, developing reading skill, build children literacy, create fun learning atmosphere, and lastly preserve local culture. In line with it, teacher and lecturer also need an appropriate approach in implementing of local culture in the learning-teaching process. It aims to introduce local culture to young learners as young as their ages. As cited in [4] declares that the using of folktales could be enhancing students’ speaking skills. That study focused on the learners’ active engagement in various
communicative classroom activities. Data were collected in two cycles and the result showed pupils speaking skills improved significantly in the second cycle. It is also supported by the questionnaire result stated they strongly enjoyed speaking class activities during integrated with folktales. In contrast, teaching English in SD YPK Merauke, as a school located in a rural area, the teacher used classic styles in during classroom activities. For instance, the teacher came into the class, asked them to open and read the textbook, and then ordered to doing task referred to the textbook exercise, rarely teacher used various media to amuse them.

Comparatively, teaching the English language is necessary for involving culture in the instructional activities. This is in line with what Buttjes (1990) emphasizes that language teaching is culture teaching [5]. Furthermore, the cultural background of the learners is one of the aspects that the teacher must pay attention to. In addition, Brown (2006) also maintains that cultural background is one of aspects on which language may be dependent [6].

Furthermore, Local culture as a nation’s asset is meant as the local richness that contains policies or life viewpoints. [1]. He stated that local culture as well as Indonesian identity or alters of personalized characterization. In this globalization era, young generation feels happy, proudly used other’s possession either products, films, or lifestyle. The young generation is easier to imitate other’s lifestyle. They unrealized this habit slow but sure decrease knowing of local culture. The existence of such diverse of local culture-based can be seen in culture-based Contextual Social Studies Learning for Development of Social and Cultural of Junior High School Students [7] their result study declare that local culture performance and clarification-reflection of socio-cultural values, namely, well-being, generosity, righteousness, mutual care, religiosity, discipline, and courage.

In line with it [8] teaching English for younger learners is unique. It is needed great mastery of an English teacher. Why? An English teacher does not only have to know the material pedagogically but also deeply understood the character in supporting local culturally. Another reason, caused by younger learners aged, learners tend to imitate what that they had seen and known. Fundamentally, the English teacher has a role to introduce their student about local culture.

According to Farlex (2009) cited in Awad Soliman Keshta & Fikry Kamel Al-Falee (2013) defines “A puzzle is something, such as a game, toy, or problem that requires ingenuity and often persistence in solving or assembling” [9].”Thus, (Online Oxford Dictionary) written the definition of the puzzle is “cause (someone) to feel confused because they cannot understand something”. Another study defines that puzzle is an acquiring solution caused by confusing situation [9]. In this study, researcher summarizes that puzzle is thinking of something seriously to solving a problem. In due to textbook provided some of the modern foods, learners never have seen those are. And more importantly, the object of this study is younger learners under ten years aged, purposively chosen picture puzzle local culture-based in the activities classroom. That are, jumbled pictures traditional of food, custom, house, weapon, dance, and folklore which native from Papua Province. This study chosen and demonstrated those to the learners comparing that all picture items as mentioned above closes to their prior knowledge and daily live.

In vein with Goldberg (2001) claims there are three concepts in culture-based learning; a) learning about the culture, b) learning with culture, c) learning through culture. The teacher can implement teaching English for young learners fostering those concepts because culture is part of student daily’s life, whether they are living in the room or staying at school [10].

1.1. Learning about local culture-based
Learning about culture has the meaning given chance for students to know, to learn, to understand in-depth about the diversity of culture, customs that are seen in their social life. Learning English about culture has meant that young learners could be taught how to greet other people in different age and place, or greeting in cross-cultural. For instances, greeting in three different cultures:
Table 1. Greetings in three different cultures

|                  | English Language | Batakese       | Indonesian       |
|------------------|------------------|----------------|------------------|
| Good Morning     | Good Morning     | Horas Manogot | Selamat Pagi     |
| Good Night       | Good Night       | Horas Borngin  | Selamat Malam    |

Young learners in the revolution 4.0 as this present, need learning English upon local-based culture in view of English materials in the textbook is adopted foreigner habits and cultures commonly. In the hoped that English teacher is expected able creating creative teaching and learning. On the positive sides, creative learning meant, teacher, can create three components as shown: affective, cognitive and psychomotor. Ordinarily, an English teacher has to be able, to sum up, local culture into a foreign culture.

1.2. Learning with local culture-based
Teaching young learners in the classroom needs vary media in transferring knowledge from teacher to the students. In order to use media to the young learners is expected able to make students understanding easier and classroom activities in inflating styles. In this case, the researcher fixed traditional food, song, folklore as part of local culture as media to teach English.

1.3. Learning through local culture-based
Involving local culture-based in teaching English for young learners integrated two different perspectives, modern and traditional styles. As such, song Yamko Rambe comes from Papua could be motivated students to learn more energetic, enthusiastic, and work together. On the other hand, learning through culture is comparing cross knowledge from a different perspective without forgotten nature learner’s culture.

Similarly, initial experience study declares the culture-puzzle: cross-cultural communication for English as second English. They recognized the good communication skill depend on becoming familiar with a cultural context that native language of. The authors agree with the ideal curriculum to integrate culture puzzle and textbook which offers cultural awareness.

Considering the previous study, this research presented a bombastic media to fill and bridging the gap study is. On balance, in any event, the importance of this research, it covers by these research questions: (1) How the using puzzle local culture-based has impact in teaching English for young learners; (2) what are kinds of local puzzle-based used; and (3) what is the benefit of using local puzzle-based in teaching English at SD YPK Merauke?

2. Methods
This study did at a primary school and took place in a rural area of MERAUKE. It is deliberately chosen with consideration, in this school teacher still used temporary styles in the classroom activities. Research experienced, teacher contemporary’s style, likely enters the classroom and asked for students to open their notes book. Afterward, the qualitative technique in describing the improvement experienced by students is used for this study. This study aims to improve students’ interesting, enrich vocabulary, and the forth basic language skills. This study conducted toward puzzle local culture-based which comes from Papua province. The subjects of this study were students in the primary school level, less than ten years consist of 20 boys and 14 girls, totaling is 34 students. In getting data, researcher guided by three real instruments following:

2.1. Observation
It was an essential thing that given information to researcher fundamentally. In such, learner attitude, student’s involvement, and enthusiasm, their interesting, their response in learning English activities. The study observed young learners attitude while puzzle-local culture shown.
2.2. Interview
Legal Research examined the subject over unstructured interview; it means that the researcher asked how did their experience in the learning-teaching process generally without list interview guide. It aims to get data naturally, and, the researcher developed it in-depth.

2.3. Documentation
Data which were taken in this study saved in documentation. It is shown by field study, recorded video, teacher’s journal. That documentation are the main object of this research; those would help the researcher in investigating data information is needed

3. Results and discussion
The results of this research clearly showed that:

3.1. Puzzle-local culture increasing students’ interesting in learning English
How is a student interested in?
Designing local puzzle culture in teaching English makes sense of being sensitive to their local culture as Harris, P. R., & Moran, R. T. (1979) [11]. On the other hand, puzzle culture is an awareness, sensitivity, and knowledge about culture [12]. This study integrated teaching English and local culture through jumbled words and pictures puzzles. This study demonstrated whilst-learning and teaching English for younger learners less than ten years, 15 learners native Papuan nothing to do at all, do not have response absolutely. It is caused by they do not have an English textbook, English dictionary, and learning tool or media also having not. Being heard English language term or Bahasa Inggris in “Bahasa” seems strange. A third just kept silent, saw other friends. Researcher thinking hard, what we will do to make them having willing, involving, and joining to the others. Due to young learners less than ten years are commonly having a hobby to play, or, almost them spending time to play. So, learning by playing puzzle is the most well-matched or concordant with their condition.

Under those circumstances of the puzzle, local culture-based in teaching English for younger learners can be seen through their experience. English material integrated with local culture, for instances, match the picture and its name. Hence, the teacher asked for younger learners to match picture of traditional food with its name in the framework puzzle which is provided. Researcher as a teacher in this study divided younger learners into five groups. One group consists of five and six students. The researcher designed kinds of puzzle local culture-based which mean that all the words related to traditional foods, customs, dance, song, and folklore come from Papua Province. In this lesson, the researcher created a lesson plan for them to refer to the four basic skills in language, namely writing, reading, listening, and speaking. Due to the subject in this study as well as younger learners, researcher compiled four skills into” it is time to speak, it is time read, it is time to read, and the last one, it is time to listen”.

Correspondingly clearly explained through the features of materials given Language materials were those resources that can be used to facilitate language learning such as course books, videos, graded readers, flashcards, games. English materials purposely designed with the local culture. Results show that students had a fun experience in learning English not bored, due to the words in puzzled provided is not strange for them but familiar, even they used, eaten or worn in their daily life.

In the light of what mentioned above, firstly, researcher asking them” anybody knows about traditional food from Papua? “Do you like to eat it?” Here means “papeda”, they replied “papeda” spontaneously, it is true cause almost them knowing and ever eaten. Next, the researcher distributed chunks of “papeda” and then, invited younger learners to construct picture “papeda” appropriately. The result showed all students in the classroom did drill correctly. It is acceptable to Richard (2001) states designing learning materials through activating their prior knowledge. It is suitable with “it is time to write”, they drilled to write used pictures [13].

It is also supported when the researcher did an oral interview for the younger learners, how about their feeling, weather fun, enjoyed, interesting, or boredom. In sort they are increased interesting given these points:
R: Do you like English?
S1: Yes mam
S2: yes I do, I like English very much
S3: Sometimes
S4: Absolutely
S5: No…hmm I don’t like English(ashamed)

R: What do you prefer teaching English using media rather than using textbook?
S1: Media
S2: Book
S3: Media
S4: Absolutely, media
S5: Media

R: do you have difficulties in English lesson test?
S1: Never
S2: Sometimes
S2: Depend on the type of test
S3: No.
S4: Yes
S5: Never

As shown above, based on the result of the oral interview, 20 learners felt interesting with this local culture puzzle-based or about 58.82%. In vain with the book entitled “Think Globally Act Locally” published by [14] suggests that Indonesian learners built up thinking way globally but taken action locally. It is implied that younger learners level as basic foundation in building character, and then, let them do character education values.

In accordance with explores, students who have interesting in learning tend to be focused, paid attention to the topic is discussing. Furthermore, students pleasantly did exercise, assignment, homework without their parents ordering. And then, they were proud of learning, satisfied in his achievement. In supporting oral interview data above, the researcher distributed questioner sheets confirms their interesting in learning English used by local culture-based. In detailed, data information generally speaking:

| Learning interesting indicator                                      | Agree | Disagree | Average | Strongly Agree |
|--------------------------------------------------------------------|-------|----------|---------|---------------|
| Learning by him/herself                                           | 45%   | 14%      | 30%     | 16%           |
| Pay attention to teacher’s explanation seriously                  | 20%   | 6%       | 4%      | 70%           |
| Complete homework without parents intervention                     | 50%   | 8%       | 32%     | 10%           |
| Having strong passion in learning English                          | 20%   | 8%       | 32%     | 40%           |
| Having a dream be an English teacher in the future                | 10%   | 1%       | 9%      | 80%           |
| Having difficulties in learning English                            | 44%   | 0        | 46      | 10%           |
| Feeling boredom in English classroom activities                   | 15%   | 55%      | 23%     | 7%            |
| Feeling sad in getting English score worst                         | 18%   | 3%       | 9%      | 70%           |
| Sleepy while English teaching process                             | 2%    | 58%      | 38      | 2%            |
| Bothering friends in doing tasks                                   | 1%    | 84%      | 14%     | 1%            |
Researchers at this study confirms puzzle-local culture absolutely makes younger learners more interested to learn English anymore.

3.2. Local puzzle culture-based enrich learners’ vocabulary
How learners involved? Here is the concept. Undoubtedly, if anyone wants to enrich vocabulary, the solution recommended one is using local puzzle culture-based, in vein with Hatch and Brown (1995) declare that vocabulary is list words alphabetically arranged, and It is the heart of language skills [15]. Any student needs to be improved his/her speaking skills, the crucial element is vocabulary, more having vocabulary becomes student easier in speaking fluently. In line with the initial study, Orawiwatnakul (2013) points out crossword puzzle is a way to learning and increasing students’ vocabulary [16]. The study adopted from folklore Raja Ampat, at the beginning of class, the teacher told a story to students orally. Thus, the teacher showed them pieces picture character of the story. The result is shown that they enthusiast to matching each picture in well done. Almost students done correctly, and by it is affected their local background. This puzzle adding new words, for example, “noble”, “community”, etc, those words are new words for them by considering of this subject is less than ten years.

On the positive side, Awad Soloman Keshta & Fikry Kamel Al-Faleet (2013) concludes that the user of the puzzle is effective to achieve and retention vocabulary in language learning. Vocabulary Retention is the ability to remember and retrieve it in certain longer time [9]. In the of the classroom activities, the researcher assessed them thoroughly as many as they could be mentioned vocabularies. All things considered that 10 learners or 29, 41% got increasing in understanding and memorizing new vocabularies from the puzzle. It is also be agreed with the oral interview from them stated after did activities; they could be easier to mention many vocabularies. To enumerate, learners did not know many vocabularies related to folklore from Papua, by putting it in the puzzle player, learners admitted they did know about the name or character of the story. But, after finished of story puzzle player, they got new words. For the most part, they also felt be happy, had fun, and in relaxed styles in mentioned new words.

Clearly as mentioned above, while the teacher presents local cultures to young learners in the classroom, the first essential evidence that could be seen, namely, their expression was warmed-welcoming. It indicated which local cultures amused them, at the first meeting demonstrated folklore from Papua Province entitle "Raja Ampat", and then students got new vocabularies. Afterward, the teacher ordered learners repeated pronunciation correctly. It potentials to drilled their encouragement, and at the end of classroom activities, they asked by the teacher to memorize again.

In the next class meeting, before the activity began the teacher gave apperception to students by asking students to re-mention the task of memorizing vocabulary. It aims to improve the retrieval of vocabularies that have been studied. The result proved that there were 5 students who could be said the new vocabulary correctly. While the rest are still not perfect categories according to the indicators of learning outcomes. On the other sides, the teacher shows a puzzle game that is different from the previous one, the local culture which comes from alter region, the Asmat tribe. Before students work on the puzzle that has been provided by the teacher, beforehand the teacher told his folklore verbally. This aims to stimulate students' cognitive abilities. Due to getting effective learning, the stimulus and response(S-R) were acceptable. Through this second folktale, students got 15 new vocabularies. Still with the same experience, that is, the teacher first said the new vocab correctly, and followed by the students. As an example, “sad”, “king”, “rich”, thus wrote it into correct sentences new vocabularies, for instances” he is sad”, I am sad”, “they are sad”, “the king is rich”. Important to be remembered, especially new vocabularies, there were three learning indicators had been achieved, such as, comprehension, sentence structure, pronunciation. If the same activities did gradually would help them in speaking or “time to speak.”. Unfortunately, many teachers unrealized short simple ways, however making classroom activities more effective.

Another important thing states, in another occasion, learners were expected to getting alters the experience. Puzzle modified from how to make local food papeda, a unique food which comes from the land of Papua. Those steps can be seen clearly as:
“1) melt the sago flour with around 400 ml water; 2) add salt and sugar; 3) boil the staying water; 4) pour boiling water into corn starch option, stirring so as sago prepared well; 5) papada is ripe if it is really clear if still uneven ripening of the dough can be prepared over low heat, stirring continuously; 6) if it is clear lift and serve warm.” From the quote above, the results of the study show that 80% of children can complete the puzzle correctly. This experience also proves that initial knowledge or prior experience of students towards the achievement of training results has a good effect. This means that local food, which is the topic of discussion in the classroom, will be a great topic, easy to understand for students because indeed this local food is part of their daily lives.

The results of this reset have proven that from the students' experience as quoted above, students got 15 new vocabularies. So when a total of four different puzzle local cultures, students have experienced an increase in vocabulary up to 50 words. Awesome! It's so extraordinary for the level of young learners for less than 10 years.

**Chart 1. Increasing Vocabulary**

| New vocabularies |
|------------------|
| 1st local puzzle | 2nd local puzzle |
| 3rd local puzzle | 4th local puzzle |

Similarly, according to recommends that young learners would be studied in easier and seriously while learning activities communicatively and meaningful for them. He adds this experience occurs in various contexts, to enumerate, cultural, social, folktales, fairytales, arts, and sport. In another opinion, points out young learners are very interesting, amused, “hypnotized” in English learning activities weather integrating three elements. Those are games, pictures, and fairytales. On the other terms, this study called recreational time out.

3.3 Puzzle local culture-based and metacognition How it improved?

As Bloom *Taksonomy* points out human cognition process involves some elements, namely, monitoring, self-regulation, awareness, evaluation. Under those circumstances or integrating local culture-based in teaching English for young learners, in principle would be raised students’ attitude upon appreciating their own local culture. In other words, the increasing metacognition function to value other things. Point often overlooked, raising morale in conserving of local culture or avoiding it of extinction is as a cognitive awareness. An activity in singing involving music, by music enhances some activities, one of them, that is, cognitive. She also explains that music and action (body movement) are spontaneous and natural occur. But, is not simple, this action needs the ability for feeling and paying attention so that they are in one harmonious. Melody, rhythms, and action are in unity. For it, needs of cognitive aspect.

On the conditions that students heard a traditional song from Papua entitled ”*Yamko Rambe Yamko*”. It is a popular traditional song famous over the world. Researcher played this song to stimuli or guided their attention. While listening to this song all learners as if hypnotized follow the rhythm music, undoubtedly learners who native Papua, unconsciously students nodding head, jump-up, and tapping table as if they were holding drummer sticks. This action is not realized or unconsciousness as cognition process as well. Researcher claims it is a “Fantastic atmosphere”. Similarly, facts that in the human brain, one of the most powerful sources of auditory stimulation is provided by music.

With this in mind, research experience showed the spirit song *Yamko Rambe Yamko* to be raised up young learners spirit and motivation to study anymore is the function metacognitive in social attitude. Evidence must be remembered, [17] declares student’ interesting, motivation and teaching process come
in harmony need integrating with contextual Teaching-learning (CTL). This approach emphasizes a student’s personality, their social life, and culture. It aims to allow learners investigating learning topics in a realistic experience. To enumerate, referring which topic lesson “food and beverage”. Students would be motivated and respond quickly if the teacher always draws a line with learning topics into their culture. However, lesson topic as difficult as anything is easy to understand because of topics which discussing is real.

Although this may be true, some students are not motivated, lack interactive when the teacher is talking about lesson materials which far from student’s cultural background and experiences and vice versa.

3.4 Puzzle local culture-based to introducing local culture
Local folklore “Raja Ampat”
In vein with [1,5] confirms that a good way of teaching the English language by involving local wisdom or local culture in teaching instructional. Refer subject of this study mostly native Papuan but they lack knowing their local wisdom because of lack heritage of their parents. Researcher as an education practitioner care about it that is the reason she putting and combining it into a learning tool. That is, folklore from Papua, “Raja Ampat” researcher proving jumble pictures, and character of this story. Its objective is to introduce them folklore which comes from Raja Ampat, character, and moral value. Firstly, the researcher ordered learners to construct character of the story but no one group could be to do it. Thus, the researcher told about the story orally while they are listening to. Afterward, she asked them to rearrange jumble pictures be a character, jumble word be a value moral, that is, honesty, work hard, obedience. This demonstrated learners’ enthusiasm, interesting, desiring to do their exercise. At the end of class, the activity continued by whispering. What vocabulary they got from the story tried to whisper to others, and the learners correctly mentioned got the reward. The classroom atmosphere is more interesting and bombastic. This study applied “it is time to speak, it is time to listen”.

What does moral value can be inferred from folklore Raja Ampat?

3.4.1 Religious. “Fun Funa Tisi Ansa Pomorce Utui Buki Malalai” (The Almighty God who creates heaven and earth, maybe my prayer will be done [18]. It is essential moral can be inferred of this folklore to the young learners to be a religious learner.

3.4.2 Social. Social value of the above folklore can be taught by quoted: “Sultan bertanya: bias bantu saya dalam peperangan. Kurabesi bertanya lagi, kita berperang melawan suku mana? orang apa? Kurabesi berkata: mengapa harus perang dengan saudara” (King asked: could you help me please in war. Kurabesi replied: To with whom we would like to do war? And, why should do fight into brother?) Referring to quotation above, it implied learners as member in a society are expected respect to the others, tolerant, avoid of enemy, also maintains that cultural background is one of the aspects on which language may be dependent. In this case, local wisdom existing in certain areas in Indonesia can be more maximized to have a role in teaching the language learners. Therefore, regarding with the essence of integrating local wisdom in everyday lives, particularly language teaching activities, the teachers in different places highly need to consider including the local wisdom available in the region where they are teaching.

3.5 Puzzle local culture-based encourage students’ speaking used local food
How is it running?
One of the students’ problems with speaking skills is a lack of encouragement. They were reluctant to speak. As an English teacher for younger learners has a hard struggle in providing properly media as their age. This study modified local food which is well known “papeda” stimulated students braver to speak. Puzzle designed within the way or steps in making papeda. On the other terms, it is named also procedural text. This study did as follows:
1. In the beginning class, the teacher opened activity referred to lesson planning it was on unit 7 p. 85 with the topic “food and beverages”. In this topic, the materials provided by pictures of modern food and beverages. However, almost students never are seen of food in their real life. For instance, hamburger, ice cream. Younger learners who lived in the rural area of Papua never tasted it. It can be imagined weather teacher gave material but students learning in imagination. This is the teacher’s obligation to be creative by change those into local food, making papeda.

2. Class activity designed into five groups. Then, she distributed pictures puzzle that teacher previously provided.

3. Students upon their groups compete to work and rearranged jumbled puzzle into good order on how to make papeda.

Group student’s result in sentences building provided in table 3:

| No  | Grammar | Vocabulary | Sentence buildings |
|-----|---------|------------|--------------------|
| Group 1 | good    | average    | Very good          |
| Group 2 | average | average    | bad                |
| Group 3 | good    | good       | good               |
| Group 4 | average | good       | good               |
| Group 5 | Very good | Very good | Very good          |

Student’s achievement provided by the table above informed that almost all groups got good scale while rearranging jumbled words into good order, why? It is affected all student in their group knew the steps to make papeda, even more, any student ever helped her mother in serving it.

Furthermore, study drilled students of their speaking skills by following steps in making papeda in orderly. Afterward, they practiced it in speaking in front of the class consequently, as has been noted to build up their encouragement in basic speaking skills “time to speak”.

However, in implementing puzzle local culture-based in teaching English for younger learners in this study, no one can guarantee that all 34 learners had more interesting in learning English. Class observation proven there were 4 learners did not show any progress, and, this is influenced by the internal factors of the students. According to [19] states, internal factors refer to factors that come from individual internally, namely, motivation, attitude, personal practice and study habits. Each of these factors is an individual element of learners’ ability to acquire a foreign language but each component also interacts with another. More precisely, there are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality [19]. Supporting previous interviewed clearly explained that the rest, 4 younger learners lack motivation in learning English. In addition, students had lower intelligence compare with others.

4. Conclusion
Consequently, combining local culture in learning-teaching activities for younger learners make them had fun, be happy, and interesting in the classroom activities. Learners direct involved in doing it, there is no difficult to instruct them because mostly the pictures and the words that they had heard and seen can be found in their daily life, even some of them possessed it. By paying attention their aged is still younger learners, it is suggested to teach them English as a foreign language thus introduce the local cultural values. The objectives of this study teach them to act locally but their thinking way globally.

5. Implication
In vain with [1] explained that by integrating the local wisdom values in the teaching of foreign language, it is expected that the students will possess good understanding about their worn local wisdom;
as a result, it grows the respect and love toward their culture it is implied by integrating local culture in English materials as an action preventing local culture from extinction. The first moment and fundamentally is to introduce local culture for younger learners. It is also recommended that puzzle local culture based can be used as a media to motivate young learners in learning English. By doing this, the teacher could assess not only their interest to learn English but also their understanding of their local cultures. In the final analysis, the implied value, it is a solution for avoiding local cultures from extinction.

Students’ understanding upon local culture or Papuan culture, could be conduct for younger learners within traditional dance, such as Yamko Rambe. In the final analysis, implied a few moral messages which they have to know

5.1. Song Yamko Rambe
Its lyrics told us of internal tribal warming before Indonesian’ independence day under 1945. Its sound heard cheerful, full spirit, happy, amused, excited but actually this song describing of sorrow. The objectives of this song are a) to amuse left behind of sorrow, 2) tribal accompanied ceremonies those moral messages need to be inherited for younger learners. Interestingly, local song Yamko Rambe had been popular over the world. It was proven on July 9, 2016, "The Resonanz Children Choir" performed it by clothing unique Papuan traditional accessories, and the result won the first rank in Children's and Youth category Choir in 2016. It is proven that the local Papuan culture is being globalized. It is be also implied that younger learners as a young generation must be proud of their possessiveness local culture.

5.2. Musical instrument
Traditional song Yamko Rambe uses music instrument similar to a drum, it is called “tifa”. It is made from dried empty wood, one of its sides covered with dried skin dear to produce sonorously sound. Tifa always accompanied by traditional dances, such as Warming, Gatsi, Asmat dance. This traditional dance shows in certain traditional ceremony, like welcoming guests. Moral messages of this music instrument stated the founding fathers had brilliant thinking, could be created musical instrument as modern as a drum. It is potential in avoiding local cultures from extinction. Younger learners in the millennial generation are a most likely modern musical instrument, like, drum, keyboard, and the other types. How do they know and play it if the teacher or parents never taught them?

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