INSERTING THE SASAKNESE LOCAL WISDOMS IN ENGLISH CURRICULUM DEVELOPMENT FOR VOCATIONAL HIGH SCHOOLS

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ABSTRACT

This study is the process of English curriculum development aims at analyzing the targets needs, learning needs, and the patterns of local wisdom insertion. This study was conducted through Focused Group Discussion (FGD), semi-structured interview, and content analsysis were used for 12 vocational school teachers and 2 officals of the state and private government institutions (The Department of Education and Culture, NTB Province & the Institute of ROWOT Nusantara Lombok). Necessity, the results of the target need analysis on local knowledge and language competence for developing skills and abilities, needs based, and contextual learning. Lacks, the gaps as the fundamental problems elicited from the current curriculum. Wants, the students' desire to knowledge and vocational background-based curriculum contents. English learning design is associated with tourism competencies embedded with local wisdoms. The local wisdoms' elements which can be developed into the English curriculum, that is, values of knowledge, social norms, and cultural acculturations, the marriage systems, patterns of family, and the other social cultural activities, and the elements of aesthetics. The patterns of insertion can be done through designing with paradigm of pedagogical orientation, insertion models, insertions in content of materials designed by developing the language skills, the use of teaching-learning methods with local insertions, developing student exercises-based insertions.

INTRODUCTION

The use of English globally is related to its status as Lingua Franca where it is based on the consideration of global needs which requires people to be able to widely socialize and compete because of its role as a medium of communication. 90% of the Asia Pacific region's non-native speakers using English as an operational language, and even 812 million English users consisting of 80% are non-native speakers (NNS) communicating English as their functional communication device (Crystal, 2003).

Prior to doing a curriculum development, a teacher or a curriculum developer needs to acquire students' linguistic necessities and language skills in order to make implication to curriculum designing by evaluating and assessing the existing curricula and consider the language needs and language skills demanded (Ulla and Winitkun, 2017). Thus its development must be formally accommodated. Learning English in several countries, there is often a gap between the learning

process and the output resulting from the development process. The main problem of failure in formal education centered in curriculum design as it does not describe what the students need (Madya, 2007). The 2013 curriculum has several indicators of successful enactment which are not achieved yet, namely productive, innovative, and independent qualities helping to learners, the efficiency and the effectiveness of learning facilities and infrastructure organizations, good school's responsibilities, good learning environments, evaluation process, continuous quality improvement, good leaners' skill development (Mulyasa, 2015). In addition, Abidin (2016) the potential problems faced in 2013 curriculum implementation, that is, teachers, times, facilities and infrastructures, learning materials, assessments and learning strategies, and discrepancies between materials and time allocation (Khasanah & Widyantoro, 2017).

The solution to the main problem is the autonomy and the opportunity to develop a curriculum aimed at developing local knowledge, and local values, and local wealth as the basic concepts in English curriculum development in purpose of achieving the goals of language learning and competency learning. The vocational students view English knowledge so they do not realize directly that the role of English is very strategic for their future, especially in the field of tourism. The educational autonomy policy, the values, views, and cultural tangible and intangible uniqueness owned by Sasaknese as part of the ethnic socio-cultural community will be the basis in developing the English curriculum for the vocational high school of tourism department. It has a broad impact not only on curriculum development and on learning content, but also a positive impact on the development of cultural tourism, that is, the sustainability of development of culture-based tourism. The development of the curriculum is more contextual, which will enable students to adapt to the learning material because the curriculum being developed is directly related to the nature. The curriculum should be developed based on the interests and cultural values. Thus the development of skills and competencies will be easier to do in an authentic and comprehensive manners. So, curriculum development based on contextual material / natural surroundings in the form of local wisdom values can enrich their knowledge about their own culture. Cultural knowledge must be developed through curriculum content because English learning which is always integrated with the foreign culture is not effective enough (Khan, 2016).

Language is part of social communication and culture is part of language. Learning English, is a social phenomenon where the integration of cultural values are really needed to be considered in increasing learning effectiveness according to Ho (2009) calling it an interdependent relationship? Khan (2014), cultural incorporation in the target language learning is quite significant in increasing the effectiveness of student learning through internalizing local culture. Learning English with a local culture approach lets the students to diagnose English learning content (Linguistic Issues) so that they find it easy and effective in learning the target language.

People believe that local knowledge has become a symbol and identity of the community that must be preserved. In connection with the competence of local wisdom in the context of learning, it is a source of knowledge to shape local wisdom; in the form of knowledge, subjective patterns of the social community, therefore the existence of a learning environment based on local cultural contributes to the achievement of learners' competencies (Ningrum, 2016). The important role of cultural wisdom values is to become an effective approach in transmitting cultural communication. In cross-cultural language learning, deep knowledge of language and culture is needed with the aim of improving the communicative competence of learners and teaching techniques (Dai, 2011). Improving learning outcomes can be done by developing a curriculum. It is determined by the needs and goals of people's lives (Livingstone, 2014). Designing the curriculum does not only consider aspects of the needs of learners, but aspects of local culture and learning needs (Ali, 2011). The acculturation of language and cultural knowledge is a symbol and existence of learning a language (Purba, 2011). The components of language use such as; intonation, choice of words, and choice of syntax must be integrated with the use of cultural elements / social variables; class, gender, and race. Curriculum development must be contextualized with local phenomena as a source of reference in constructing the curriculum framework, that is, goals, teacher's-student's needs, problems and pedagogical values (Sequere,et al., 2002).

Yamin (2017) the insertion of the values of local culture in developing the English learning community where it can contribute to instilling knowledge and local cultural attitudes. He emphasizes the important role of local wisdoms as a support system. The element of local values serves to bridge the national goals that

are implemented through the local level curriculum. The integration of local culture into the curriculum is seen as knowledge, skills, values, and actions that are represented in the form of learning materials. Reflecting on the value of local wisdom in curriculum content is called functional curriculum (Offorma, 2016). Thus the goals of national education will be implemented properly based on the national Education system; develop student competencies and shape the character of the nation's children (Septy, 2016).

MATERIALS AND METHOD

The study is a qualitative method aiming at collecting the data about the two pedagogical language learning needs, namely analyzing the targets' needs and analyzing the learning's needs. There are several needs-analysis procedures already conducted as in; defining the purposes of doing needs-analysis then identifying the aims of the research, delimiting the needs-analysis by analyzing the targets and analyzing the language learning, making the delimitation of the investigation's parameters, designing and using the appropriate research methods along with their suitable instruments (Li, 2014). Collecting the qualitative data was aimed at analyzing the target needs and the learning needs by collecting the problems and potentials of English learning activities in the vocational schools and the elements of Sasaknese local wisdoms in purpose of developing English curriculum.

The source of data of this current study were purposively determined; English teachers of the state vocational high schools in tourism departments and the officials of curriculum field in the Department of Education and Culture of West Nusa Tenggara, and the local culture practitioner of the local culture institute who have the cultural backgrounds are Sasaknese. Those were collected by using the focused group discussion (FGD) along with its guidelines and documentation. Then the semi-structured interview follows up the results with interview guides and researchers as the key instrument. In addition, content analysis technique to obtain the comparison of foreign wisdoms, Indonesian national wisdoms, and local wisdoms in the 2013 curriculum textbooks.

The data were analyzed qualitatively and some were also analyzed quantitatively. The process of analysis was exerted holistically in nature in which it was carried out as the data is being collected (informal analysis) and after the data

(formal analysis). The formal one was done through narrating, transcribing and rereading, reducing and coding, displaying, interpreting and verifying of research results, by cross-checking the analyzed data (Laforest, 2009 & Kawulich, 2012).

DISCUSSION

The results of data analysis in the form of target needs-analysis and learning-needs analysis are the findings of descriptions of the objectives of the study, that is, the problems and potentials in the learning process carried out under the current curriculum at the vocational school in tourism departments, knowing the elements of Sasaknese local wisdom which can be used as a basic concept in the development of the English curriculum, and local wisdom insertion patterns. There are three indicators in analyzing the needs of learning targets which have been carried out and can be described in the form of findings from the analysis process that has been carried out; necessity, development of an English curriculum with the insertion of elements of local wisdom based on the needs to achieve the target of vocational English learning and vocational competency learning. The curriculum development model in English learning can contribute to the development of local knowledge such as ethical values, knowledge values, and aesthetic values. This concept of curriculum development can accommodate the needs of students in achieving effective and meaningful learning goals. There are at least two general competencies obtained by students regarding the value of cultural knowledge and linguistic competence. Competency aspects of language learning include language learning based on special purposes about tourism on the basis of local wisdom (competency-based), need-based, and contextual English learning.

Analysis of the problems (lacks) carried out on the process of English learning at the vocational school of tourism department shows that the main source of the emergence of learning problems is the English book of 2013 curriculum. The data states that the details of the problems found the current English books do not accommodate students' needs, the cultural insertion contained in the that curriculum of English book cannot facilitate the internalization process of elements accompanied by potential local wisdom and competencies. The book accommodates more elements of the external culture and the foreign cultures. Weaknesses and difficulties of using 2013 curriculum's English books where the

weakness lies in the structure and the number of Core Competencies and Basic Competencies which is too excessive. Knowledge Competencies (*KI-3*) and Skills Competencies (*KI-4*) must be mastered by the vocational students. This weakness makes it difficult for teachers in terms of understanding the *KI / KD* that have been determined in terms of analyzing and describing them.

The other problems of the 2013 curriculum implementation are that it consists of the very standardized contents of English material which cannot be utilized to teach heterogenic types of learners. This is what Gunawan and Daud (2018), the potential problems are the students' high diversity of language ability, insufficient teaching-learning hours, the discrepancies of the curriculum being used with exams or the complicated assessment administration (Khasanah & Widyantoro, 2017), and it is properly not supported by learning facilities. Additionally, Jaedun et al., (2014) assessed the implementation of 2013 curriculum; English teachers do not understand the principles and the application of the scientific learning approach in the curriculum, the realization of the core learning stage with the ending of learning stage are not in accordance with the provisions, none ICT learning activities even the curriculum gets teachers to utilize and combine the traditional learning with the ICT approach. The above problems have an effect on the ineffectiveness of the implementation of vocational English books consisted of the curriculum content, curriculum materials, the process of implementing teaching and learning activities, and their evaluation.

Learning a language must be embedded with its culture because of its interrelatedness in which culture is the inherent input of the language transaction and the local culture supports it to the process of meaning internalization. Thus, English learning must have been more meaningful if related to the learners' socio-economic cultural backgrounds as it does not only describe the linguistic elements, but also the cultural elements in the formation of character (Sukarno, 2012). The elements of local wisdom that can be developed come from three elements of culture, that is to say the element of ideas, the element of activity, and the element of artifacts. Then the idea element has many derivative elements having the potentials to be used as sources for the development of English teaching-learning materials (textbook design) such as knowledge values, social norms, cultural acculturation and a combination of religious rituals with local culture.

The cultural element of activity can be developed by describing derivative elements such as the implementation of the marriage system, kinship system, locally-social system, ceremonies based on local customs (local wisdom), implementation of social organizations, annual activities, local social activities, and elements of local history. Finally, there are artifacts or historical relics, elements of music /song, dance, painting & drama (performance) as aesthetic elements, traditional Sasak architecture, and local Sasaknese culinary delights. The three elements of local culture of the Sasaknese have the potential to increase knowledge of local wisdom which can be realized in the form of reviving, maintaining, and preserving local wisdom values. Furthermore, learning about local wisdom can shape student's learning experiences, for both soft skills and hard skills. Thus, the results of the Focused Group Discussion (FGD) and interviews will be used as a consideration for the designing and preparing the course grid for the development of the English vocational school in tourism departments' curriculum.

RESULTS

The aims of the research are to find the problems of English language learning process being done under the use of 2013 curriculum and the potentials of English learning embeeded with local knowledge. The second is to find the Sasaknese wisdom elements which can be constructed to be English material sources. The last aim of the study is to present the manifold patterns of Sasaknese wisdom insertion that can be developed in English textbooks.

The Analysis of Learning Targets

The problems and potentials in ELT gained by fulfilling the three needs of students' situations; necessities, lacks, and wants. The potentials of local wisdom are used as a reference in developing a curriculum.

Table 1. The analysis of learning strategies

No.	Atributes	Aspek-Aspek Pengembangan Kebutuhan *(Necessities)*		
		Social values	Esthetic values	Architecture of knowledge
1.	The competency of knowledge values	The need for curriculum development with the insertion of local wisdom as a process of internalizing social values for students in developing a character with local culture and competence	The importance of aesthetics in shaping the character of learning as an instrumental value makes esthetic value as a local identity.	The role of the formation of knowledge architecture is to shape the technology architecture in local society to fulfill the needs of a culturally creative society
No.	Atributes	The Aspects of Needs-develoment		
		Competensy-based	Needs-based	Contexts-based
1.	Language competency	Curriculum development is based on the competency aspects (tourism) of learning targets	The English curriculum is oriented towards developing vocational skills and competencies	The application of learning content is designed by considering contextual aspects

The insertion of local wisdom has an important role in the formation of creative and cultured human beings through the process of internalizing those of values in the development of the English curriculum. This development model has good impact on the process of shaping the intelligently-charactered language learners and cultured language learners, as well by following the three mentioned values. The basic concept of curriculum development through internalizing local wisdom can facilitate the learning process of English more effectively and create a creative process of teaching which is oriented towards developing competencies, needs, and contextual learning considerations. The potentials of Sasaknese wisdom used as the main sources of the development of the English curriculum for the vocational school of tourism, namely the potentials of religiosity, ethics and morality, arts, myths, and local cultural heritages. Furthermore, this development model has an important role in shaping students' local culture knowledge, understanding of local potentials that can be introduced and developed in tourism business.

The main problems of the textbooks are in the structure of the curriculum, learning content, and learning methods that do not facilitate the development of skills and competencies for vocational students majoring in tourism and they find it difficult to develop their competency. The insertion of local wisdom in the development of teaching materials cannot be avoided because culture is the main element in language learning. The 2013 curriculum textbook was developed and implemented nationally-general purpose. The insertion of local wisdom is more dominant nationally and some elements of local wisdom that exist in several regions in Indonesia as a representation of experience, practices, and dissemination of the national cultures.

Furthermore, the insertion of external cultural elements that are included in the vocational English materials is also an integral part of the textbook design as the foreign wisdom can have a positive impact on the multicultural development. However the students must be equipped with local knowledge about local wisdom. The problems with foreign cultures and national cultures let the reserachers to develop the potentials of Sasaknese local wisdom wealth, cultural attractiveness which can contribute to very valuable commodity in the tourism business. Therefore, those are indirectly prepared through the development of conceptual English learning instruments to be able to utilize cultural potentials and local wisdom as attraction and economic values in developing local wisdom-based tourism. The issue of cultural insertion in the 2013 curriculum textbooks can bedisplayed in quantitative data about the comparison of the number of insertions of national wisdom, foreign wisdom, and local wisdom in the textbooks. The percentage of the use of the three types of cultural insertions can be as in: of the three cultures covered in the 10th grade vocational school English textbook, there were 108 insertions of national cultural elements (64%), 40 insertions of foreign cultural elements (24%), and 21 local cultural elements (12%).

The data shows that the most dominant insertion is national culture elements. Furthermore, the percentage of the use of wisdom elements in the 11th grade English textbook shows the insertion of 37 national cultures (48%), 39 foreign cultures (51%), and the absence of local culture insertions (0%). Finally the insertion of wisdom elements in the twelfth grade's English textbook consists of 26 national cultural elements (37.7%), 43 foreign cultural elements (62.3%), while the

insertion of local cultural elements is absent. The three culture insertions above are indicated by usage; use of names of people, objects, places and locations that are identical to the type of each culture, use of images, use of objects illustrated through image media, use of figures / figures that are identical to the type of culture, use of certain quoutes, insertion of elements of wisdom in references student learning at the beginning of material topics, using national and global topics and content.

The weaknesses found in the use of English textbookss that are currently in use lie in the structure and the number of Core Competency and Basic Competency which are too many where the 4 competencies contained in the latest revised 2013 curriculum, Knowledge Competence (*KI*-3) and Skills Competencies (*KI*-4) must be mastered by the vocational school students. This weakness becomes a difficulty for teachers in terms of understanding *KD*/*KD* in the revised curriculum which has been determined by analyzing and describing *KI*/*KD*. The above problems have an effect on the ineffectiveness of the implementation of the curriculum. The overlapping and irregular arrangement of the material with the previous materials (the material is not buttom-up). Textbook contents are developed without paying attention to the level of ability of students as users. From the problems that have been found in the use of vocational English textbooks in the tourism departments, this shows that learning English in the tourism programs is not effective. The weaknesses of the material designing that do not meet the target situation of learning in each school.

The aspects of wants can be accommodated through curriculum development based on the objective desires of the students. Development of a curriculum that can support the development of skills and increase vocational competence on tourisms. Based on the analysis of the needs of targets there are several desires of students regarding the development of an English curriculum that can help the process of developing language skills and tourism vocational competencies.

Table 2. Indicators of Students' Want

No.	Students' Wants	The Description of Data	The Indicators of students' wants
1.	The content of learning materials facilitating majors' competency (tourisms)	Teachers made several creative and meaningful efforts including designing English language materials in accordance with each student's programs by always adapting to CC/BC of the 2013 curriculum, developing teaching programs, and they sometimes have inserted the Sasaknese wisdom as a comparison to the external ones.	Learning uneffectiveness
2.	More contextual and natural materials	Some English teachers make creative efforts in learning process as students find it difficult to integrate materials to the elements of foreign wisdom. The teachers modify the content designed with elements of foreign cultures by replacing it into the content around the students.	Too general materials and uneffective materials
3.	More meaningful materials	Teachers design English material based on the more interesting and meaningful content. It is designed to better support knowledge and competence. The function of this material model can facilitate the vocational competence of tourism. It is also done to make the learning atmosphere more meaningful and easier as the content is directly related to real life.	Learning does not support the competency of tourism majors
4.	Suitable materials, level of difficulty, and easiness in accordance with the targets (students)	Teachers use several other learning resources, such as other English textbooks, English textbook *explore*, *Super Coach*, etc., aiming at facilitating easier learning. Furthermore, the teachers make learning modules by determining topics that are relevant to the vocational programs.	The immeasurable level of material difficulty makes students difficult
5.	The need for learning materials inserted with local knowledge and experience	In designing English modules, teachers tend dominantly to the experiences and things around students-based design. Teachers also often use learning topics of local wisdom as material and learning assignments. Learning topics are developed with various learning models by inserting the elements of Sasaknese wisdom.	The absence of local wisdom insertions in the textbooks

The Analysis of English Learning Needs; the Elements of Sasaknese Local Wisdom

The analysis of the learning needs of English (Learning-Centered Approach Need Analysis) of vocational students majoring in tourism. The need for learning

English in vocational schools is the focus of research where the insertion of Sasak local wisdom becomes the basic concept in the development of the English curriculum and has a major contribution to the development of vocational skills and competencies. The components of learning needs are determined by several factors related to the learning content; specific English learning materials, English learning content based on needs and suitability, learning content that directs students to achieve learning targets, and the extent to which learning content is felt to be important for learning targets (Kaewpet, 2009). There are several elements of local wisdom that can be embedded in the development of the English vocational curriculum for tourism majors by enhancing language skills and competences.

Table 3. The Elements of Local Wisdom

No.	The Elements of local wisdom (general and basic concepts)	The sub-Elements of local wisdom as the sources of curriculum development
1.	Ideas / Knowledge	The values of knowledge, social norms, mixed rituals of religion and cultural activities, cultural acculturations
2.	Activities (Behaviors)	The marriage system, the systems/patterns of Family, the systems of social local community, local ceremonies held (local wisdom), social organization implementation, annual-local events, local social activities, the elements of local stories
3.	Artifacts	Aesthetics; musics and local songs, traditional dances, paintings, and drama (traditional shows), the Sasaknese architecture of buildings, houses/the locally- historical things, the traditional culinary foods and drinks

Local knowledge and values that can be integrated into the development of English learning materials in the form of ideas, including the value of knowledge; elements of local wisdom that are potential enough to be incorporated into knowledge architecture and technological architecture in the form of social community creativity that are useful for their life. Social norms; local wisdom in the form of a source of knowledge to shape values. The fundamental value found in the Sasak community is "tindih" (consistentency) where this is a social norm that includes all the attitudes and social actions of the local community illustrating a high commitment to the truth. The second value is "merang" as a self-defense when the "tindih" value is attacked which can be expressed tangibly and intangibly. The other value "maliq" are the non-verbal truth and are judged as sacred value not to

be violated. Those social values must be embedded to students through the development of an English curriculum.

Combination of religious rituals with elements of local culture; the integration of elements of religious knowledge and local culture along with their combination in cultural activities as the local identity. This will have an impact towards wealth of local wisdom and as a productive value in developing local wisdom-based tourism. The local wisdom has many potentials to be studied and developed through a design of English textbooks at vocational schools in the tourism departments. Cultural acculturation as the integration of external cultures into local culture by dynamically and selectively sorting out the elements of wisdom to be used as teaching materials. The form of local culture in the form of cultural activities containing local wisdom reflects a local identity that can be used as learning media. Local cultural activities that can be used as material for development materials; implementation of the marriage system, local social system accompanied by Sasaknese ceremonies, implementation of social organization systems in society, annual activity ceremonies, social activities having patterns and values, and the elements of local histories.

The insertion of artifacts, the physical forms, in English learning can facilitate learning much more effectively and efficiently by simply representing local cultures, cultural values, elements of wisdom. The artifact elements have many economic values as a local tourism commodity that can be developed. The cultural artifact includes three elements as local characteristics in the development of local tourism commodities such as arts; traditional musics (*cilokaq, rabana, gendang bleq*, *klentang*, and *gamelan*), traditional dances (*gandrung* dance, *rudat* dance, *oncer* dance, *gendang bleq* dance), local paintings, and drama. So, these four elements of art can be developed as basic concepts used as sources of English learning materials. Ancient architecture and relics; The traditional buildings describing the uniqueness of identity of the Sasaknese. The transmission of local wisdom can be done by designing learning curriculum. The material of local elements is very directly related to the contextual approach to learning English and authentic learning approaches.

The Sasaknese Wisdom's Insertion Patterns in Development Process

The insertion patterns can be developed into various models of material design and linguistic texts towards the main structures of textbooks such as learning materials, description of material, learning methods, and students' exercises. This development will be used as scientific and empirical information for designing English textbooks in the vocational high schools in tourism departments. The importance of the insertion of Sasaknese wisdom in the development of English curriculum aimed at imparting local knowledge about three main cultural elements; elements of ideas / ideas, elements of activity, and elements of artifacts. This research can contribute to developing vocational knowledge and competencies and supporting local tourism through the formulation of pedagogical concept, namely the design of the English curriculum for vocational schools in the tourism department. There are five general patterns in incorporating local wisdom in the development of material.

Table 4. The Patterns of Insertion

No.	The patterns of insertion	Materials-development models
1.	The pattern with learning paradigm base on pedagogical orientation	English learning which is oriented by a contextual approach, purposive learning approaches, cultural understanding through studying literature
2.	The descriptive patterns of insertion	The development of material in the form of learning material, descriptions of the material content is described by explicit and implicit methods.
3.	Insertions based on the content of materials can be designed by developing the language skills	The content design of English learning materials with the development of four language skills; listening skills, speaking skills, reading skills, and writing skills.
4.	Insertion patterns in the use of teaching-learning methods	The design of English learning which is more effective, meaningful, and contextual by inserting local wisdom into the use of teaching-learning methods. Learning methods that can be developed with the insertion of local wisdom; employing a basic knowledge, story-telling, local games, and intercultural interaction approaches.
5.	Insertion Patterns in developing student exercises or tasks	Development of language tasks or student activities based on Sasaknese local wisdom can develop competence. Types of language tasks which can be developed include learning by doing a research and reading a scientific article.

The first pattern, patterns with learning paradigm base on pedagogical orientation, is a pattern that is oriented towards pedagogical development including the use of a contextual approach, a purposeful learning approach, understanding local culture through learning literature by studying folk-tales, legends, poetry and rhymes used as teaching materials. Learning English through this approach not only contributes to linguistic competence, but also contributes to the ability to appreciate literature. The second pattern is the insersion of writing ways which can be carried out by presenting the materials by inserting the three elements of local wisdom with explicit way by concretely inserting them into the topics of discussion. Furthermore, the implicit model integrates elements of local wisdom into materials implicitly through student exercises, content narrative, explanation, and learning media. The third pattern is insertions based on the content of materials can be designed by developing the language skills. This insertion model is a basic insertion pattern that must be done in the development of English tourism vocational textbooks. The development of the English curriculum is oriented towards developing listening, speaking, reading, and writing language skills.

Insertion pattern of teaching-learning methods by inserting local wisdom contents through the use of effective methods. English learning methods are dynamic, active, and interactive including social interactions as well as a variety of interactional communication, transactional communication, and intrapersonal communication between teacher-students and student-student interactions. The social discourse carried out by the teacher and students in the class describes the socio-cultural interaction in the process of learning English by applying relevant and meaningful methods to improve English learning in the classroom. The use of English learning method has the potential to transfer elements of local wisdom that can shape perceptions, values and stimulate the way of thinking in the learning process. There are several learning methods that construct learning activities based on Sasaknese wisdom and facilitate the transmission of elements of local wisdom, such as eploying basic knowledge, story-telling, local games, and intercultural interaction approaches. The fifth pattern, insertion patterns in developing student exercises or tasks can be carried out by designing assessment materials after completing learning with the aim of measuring the final results of the English learning process by inserting elements of Sasaknese. Students' activities/exercises

can be designed by inserting the values or elements of Sasaknes wisdom into their development. The advantages of learning exercises or assessment with the insertion of local wisdom can improve more effective, meaningful, contextual, and exploratory learning experiences. Then it can generate new creativity, encourage critical thinking and form a more independent learning process (learning autonomy). English assignment models, which can be exerted in learning English at vocational high schools, namely learning by doing a research and rading a scientific article.

CONCLUSION

According to the two analysis approaches exerted, that is, targets' needs-analysis and learning needs-analysis, the problems found in the learning process in the classroom are that the main problems come from the English textbooks being used, 2013 curriculum. This study aims at doing English curriculum development process for the vocational high schools in tourism departments by inserting the Sasaknese local wisdom, Sasak is the Indonesian local culture belongs to Lombok island, Nusa West Tenggara. The concept of local wisdom would have been treated as the basic concept for curriculum development resources, both in the design of learning topics or the use of linguistic elements. The Sasaknese local wisdom can be in the form of ideas, activities, and artifacts has the potentials to be developed into the English curriculum process and is related to the process of developing Sasak local cultural knowledge through the development of instructional curriculum and vocational competence for a tourism base at the vocational shcools. Increasing vocational competence and skills can be developed with a curriculum design by meeting the elements of students' needs as well as learning needs. Some elements of local wisdom that can be developed as English materials are suggested to have more effective and meaningful learning in the development and implementation of the English curriculum with the insertion of local wisdom of the Sasaknese. Moreover, the insertion patterns that can be utilized for developing English textbooks for the vocational high schools in tourism departments.

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