
Karapan Sapi: The Implementation of Madura's Culture as an English Learning Medium

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Abstract

This article discusses applying the Karapan Sapi culture as a medium of learning English at the primary school level. This research explores the potential of using local culture to teach English to young students. The research method used is developing and implementing learning programs that integrate the cultural elements of the Madura Cow Carpentry, including traditions, values, and related skills. This article provides an overview of the implementation results, their impact on students' motivation and understanding of English, as well as recommendations for further development in the context of local culture-based English teaching in primary schools. The results of this research are expected to contribute positively to the approach to learning English at the primary level by using local cultures as an attractive and relevant learning medium for students.

Keywords: Karapan Sapi, Madura's Culture, English Learning Medium

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Introduction

English is an international language that many people often use to interact with or communicate with other people in various parts of the world (Rao, 2019). One of the foreign languages most widely used to interact with others is English (Lestari & Wahyudin, 2020). English is the language that has the most speakers, also known as Lingua Franca (Kirkpatrick & Schaller-Schwane, 2022). Acquiring proficiency in the English language is an exceedingly crucial endeavor. Given the current state of our modern society and the intense level of competition, it is widely assumed that individuals possess not only a high level of education but also specialized abilities, sometimes referred to as "skills." Fluency in English is considered a crucial talent in today's world. In order to effectively communicate on a global scale, it is essential to actively acquire proficiency in English, encompassing both oral and writing skills.

According to Ki Hajar Dewantara Education, education is a guide in the life of children's growth (Bustomi et al., 2022), meaning that education guides all the natural strengths that exist in children (Frank et al., 2021), so that they, as humans and as members of society, can

achieve the highest safety and happiness. Education is an activity in the form of learning, knowledge, and skills that occurs in the school room in order to develop oneself and can produce changes in attitudes so that they become better. We have undergone various educations in the school environment, starting from PAUD, elementary school, middle school, high school, and undergraduate education. Game-based learning media are used here to increase student effectiveness. Children can absorb language through play and other activities they find enjoyable (Sahlberg & Doyle, 2019). So, from the explanations above, we can use media that as an interesting to children in the form of games, videos, pictures, and others that can make students not easily feel bored when learning, because when the teacher provides media that can make students interested, then the students will be more active in studying it. The definition of media in the teaching and learning process tends to be interpreted as graphic (Burbules et al., 2020), photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Haris Budiman et al., 2016). Media are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes (Aslan et al., 2020). The various media types in learning can be visual, audio, and audio-visual (Sarwinda et al., 2020). Here, we can use media that can interest students in learning, whether in the form of game-based learning media or other media.

Game-based learning media is a dynamic and interactive educational method that leverages the engaging nature of games to facilitate learning and bolster student engagement. By incorporating elements of play, this approach aims to spark students' interest in learning, effectively preventing the onset of boredom during educational activities both within and outside the classroom setting. The integration of game-based learning with Madurese cultural elements, particularly through the traditional sport of "Karapan Sapi," exemplifies the innovative fusion of local heritage with modern educational techniques. In this context, "Karapan Sapi" is not merely a sport but serves as a cultural conduit through which students can explore and learn. The game introduces various images linked to "Karapan Sapi," challenging students to identify and articulate the objects shown, thereby enriching their vocabulary and honing their speaking abilities. The sport of cow racing, or "Karapan Sapi," is a testament to skill and artistry, where bovines are trained to race against one another in a display of speed and coordination. This educational approach, with its emphasis on oral communication skills, underscores the importance placed by researchers on the ability to articulate thoughts and ideas effectively. It is a reflection of a broader educational philosophy that values the development of communication skills as a cornerstone of learning. By

prioritizing these skills, educators aim to equip students with the tools necessary for success in both academic and real-world scenarios. The game-based learning media that revolves around "Karapan Sapi" is a culturally resonant example of how traditional practices can be repurposed to serve contemporary educational goals, fostering a sense of cultural identity while simultaneously advancing linguistic competencies.

Incorporating game-based learning into your classroom can be a transformative approach to education, engaging students in a dynamic way and enhancing their learning experience. To effectively integrate this method, begin by identifying the educational purpose of the game, ensuring it aligns with your learning objectives. Whether it's for intervention, enrichment, or reinforcement, the game chosen should cater to your specific educational goals.

Next, familiarize yourself with the game by playing it yourself. This will allow you to assess its suitability and ensure it aligns with your curriculum. Look for games that offer teacher control, allowing you to tailor content and difficulty to your students' needs. The game should also be intuitive and engaging, encouraging students to participate actively and enjoy the learning process.

Consider the logistics of incorporating the game into your classroom. This includes allocating time for consistent in-class play and creating a conducive environment for game-based activities. If digital devices are limited, focus on non-digital games or create learning stations where students can take turns playing the game. For a more collaborative experience, encourage team games where students can work in pairs or groups.

It's also important to communicate with parents and stakeholders about the educational value of game-based learning. Provide clear expectations and demonstrate how the games will contribute to the students' academic progress. As you implement the games, continuously assess student engagement and learning outcomes. This will help you make necessary adjustments and ensure that the games are effectively meeting your educational objectives.

Lastly, be open to feedback from students and adjust the game-based activities according to their interests and learning styles. This will help maintain a high level of engagement and ensure that the learning experience remains relevant and effective. By following these steps, you can create a personalized and engaging learning environment that not only educates but also inspires your students.

According to (Gangal, 2012), speaking is indeed a fundamental human capacity, integral to the way we share knowledge, express our emotions, and connect with others. It is through

the articulation of phonetic sounds and words that we are able to convey complex thoughts and ideas. This form of expression is not merely about the mechanical act of producing sounds; it is about the ability to construct meaningful dialogue and engage in conversations that have the power to inform, persuade, and inspire.

The development of speaking skills is particularly crucial in educational settings, where the ability to communicate effectively is a key component of learning and academic success. For students, the mastery of verbal communication is not just about learning to speak; it's about learning to speak well. This involves the cultivation of clarity, coherence, and confidence in their speech. It is about enabling them to articulate the substance of their thoughts clearly and persuasively, without any inhibitions that might hinder the sharing of their viewpoints.

In the context of elementary education, the focus on speaking skills is of paramount importance. These early years of schooling lay the groundwork for all future learning, and the acquisition of language skills is a central part of this foundation. When students learn to express themselves effectively in English or any other language, they are not just learning to communicate; they are also developing critical thinking skills, expanding their cognitive abilities, and building the confidence necessary to participate actively in academic and social settings.

Moreover, the ability to speak well is a skill that transcends the classroom. It is a life skill that students will carry with them into the future, shaping their personal and professional interactions. Whether it's engaging in a debate, delivering a presentation, or simply having a conversation, the capacity to communicate effectively will serve them in countless ways throughout their lives.

Therefore, the objective of verbal communication in education should be to empower students with the tools they need to express themselves with eloquence and fluency. This involves not only teaching them the mechanics of language but also nurturing their ability to use language creatively and effectively. It is about fostering an environment where students feel comfortable sharing their ideas, where they are encouraged to speak up and where their voices are heard and valued.

In conclusion, speaking is a complex and dynamic skill that is essential for personal and academic growth. By prioritizing the development of verbal communication skills in elementary education, we can equip students with the ability to articulate their thoughts and engage with the world around them in meaningful ways. It is through the power of speech that we can bridge gaps, foster understanding, and create a more connected and

communicative society (Sepyanda, 2017). The initiative to provide students with educational resources in foreign languages is a commendable step towards fostering global communication and understanding. By equipping students with the tools to learn English, they are being prepared to engage in international dialogues and represent their nation with pride. The focus on schools like SDN Prekbun, which is located in a more remote area, highlights the importance of inclusive education that bridges the gap between rural and urban communities. This approach not only democratizes access to language learning but also ensures that students from diverse backgrounds have the opportunity to become global citizens. The researcher's choice to conduct a study at SDN Prekbun, despite their own limited English proficiency, is a testament to the universal value of education and the shared commitment to student development. It underscores the notion that language learning is a collaborative journey, where educators and learners grow together. This research could potentially lead to insights on how language education can be adapted to different contexts, particularly in areas where resources are scarce. The dedication to improving language proficiency in such settings is a powerful step towards building a more connected and educated world.

The integration of "Karapan Sapi," the traditional Madurese bull racing, into English language instruction presents a novel approach to cultural education. By utilizing visual stimuli from this vibrant cultural event, educators can foster a more dynamic learning environment. The vivid imagery of "Karapan Sapi" serves as a catalyst for discussion, prompting students to articulate their observations and interpretations in English, thereby practicing their verbal skills. This method not only enriches the language curriculum with cultural diversity but also stimulates students' interest and engagement. The incorporation of such cultural elements can transform the conventional classroom setting, making the learning process more interactive and less monotonous.

Moreover, the study underscores the importance of cultural relevance in education. By connecting the language lessons to the students' cultural heritage, teachers can create a sense of familiarity and relatability, which can enhance the learning experience. The use of "Karapan Sapi" imagery can also serve as a bridge between the local culture and the global language of English, allowing students to navigate between these two worlds with greater ease.

For educators, this approach offers a creative avenue to introduce and reinforce language structures and vocabulary. It encourages students to express themselves more freely and confidently, which is crucial for language acquisition. Additionally, this strategy can be

particularly effective in rural areas where educational resources may be limited, but cultural richness is abundant.

The study's findings could have significant implications for language education, especially in regions where English is not the first language. It suggests that the integration of local culture into language teaching can be a powerful tool for enhancing communication skills. For researchers, it provides insights into the adaptability of rural schools and their potential to overcome educational challenges through innovative teaching methods.

In conclusion, the "Karapan Sapi" study exemplifies how cultural practices can be leveraged to facilitate language learning. It highlights the potential of cultural immersion in education and its role in revitalizing student interest and participation. As such, it offers valuable perspectives for educators, researchers, and policymakers in the field of language education.

Research Method

This type of research is included in qualitative research (Sepyanda, 2017). Data analysis activities using qualitative research are carried out by searching for data and arranging it systematically is obtained by grouping, describing, synthesizing, arranging patterns, selecting what is important, and drawing conclusions from field data (Nassaji, 2015). This qualitative research is very suitable for carrying out because it discusses how Karapan Sapi is a culture and a medium for learning English.

a. Research Scope or Objectives

The research focusing on Class 4 of SDN Prekbun, an elementary school nestled in a remote village, presents a unique opportunity to delve into the linguistic capabilities of students in a non-urban setting. By concentrating on speaking proficiency and pronunciation, the study aims to uncover the nuances of English language acquisition among young learners who are geographically distant from English-speaking urban centers. This exploration is not just about the ability to communicate; it's about understanding the broader educational context, the resources available, and the pedagogical approaches employed by the educators in such settings.

The investigation will likely reveal how these students navigate the complexities of learning a new language, the influence of their native language on English pronunciation, and the effectiveness of the teaching methods in place. It will also consider the students' exposure to English outside the classroom, which can be limited in remote areas, and how that impacts their language development. The classroom setting itself, including class size,

materials, and the physical environment, will be scrutinized to understand its role in language learning.

Furthermore, the study will examine the motivation levels among the students, the support they receive from their community, and the challenges they face in mastering English. It will also look into the teachers' proficiency in English and their strategies for overcoming any language barriers. The outcomes of this research could provide valuable insights into the educational strategies that work best in isolated regions and contribute to the development of more effective language teaching programs tailored to the needs of students in similar contexts.

In essence, this study is not just an academic exercise; it's a step towards bridging the educational divide between urban and rural settings. It acknowledges the inherent potential of these students and seeks to understand the dynamics that shape their language learning journey. The findings could have significant implications for educational policy and practice, potentially leading to more inclusive and equitable language education frameworks that recognize and address the unique challenges faced by students in remote areas.

b. Research Tools and Primary Data

The instrument in this research uses tests on students to examine what the researcher examines, such as observing students' attitudes during the teaching and learning process, asking questions after receiving learning material, and giving tests to students to measure students' abilities and understanding of the material that has been presented.

c. Research Setting

The classroom environment or conditions at SDN Prekbun, particularly in grade 4, still need to be improved due to kids' inadequate understanding of English language instruction. During the learning process, students refrain from speaking and instead focus on listening if they have already grasped the lesson. However, when faced with challenges in learning, particularly in the context of English language acquisition, students tend to disregard listening and choose to express themselves through talking. Therefore, students' learning outcomes are influenced by the effectiveness of the teacher's explanations and their ability to employ engaging instructional methods that prevent student disinterest during classroom instruction. The Karapan Sapi culture is a platform for English language acquisition that employs game-based learning techniques. In this approach, I will present an image or video of a cow and then prompt students to identify the objects depicted in the visual using English.

d. Data collection technique

To obtain accurate and accountable data for the research being studied, the researcher used data collection techniques consisting of:

1. Observation is a data collection technique that involves observing and recording (Barker, 1980). The researcher examines the deficiencies and progress of the study target by observing the actualities and facts present in the field or school being investigated. The researcher personally conducted an assessment in the classroom to evaluate the students' auditory perception and lexical knowledge.
2. An interview is a conversation between two or more people, usually between the source and the interviewer (Warren, 2002). In this instance, the researcher conducted direct interviews with both the principal and the English teacher to ascertain the school's conditions and the pupils' proficiency level in English.
3. Documentation is a record of events that occurred in the past (Bearman, 1992). It consists of written or visual materials. Researchers utilize this documentation to record and present the findings of their field or academic study.

e. Data Analysis Technique

Researchers conducted data analysis upon the completion of the teaching and learning procedure. This data analysis was conducted to assess the efficacy and deficiencies of the pedagogical process in educational institutions, the coherence of utilizing instructional materials or media, and the diverse challenges encountered in both classroom and extracurricular learning environments. Through this observation or research, we aim to address all issues in the teaching and learning process to identify solutions for each problem. Additionally, this evaluation will enhance the implementation of learning and the teaching and learning process. The deficiencies identified in this observation can be utilized to forecast the approach and effectiveness of the teaching and learning process on the following day. Through this assessment, the learning experience can be enhanced compared to the previous day.

Finding and Discussion

Researchers made numerous significant discoveries during the research conducted at Prekbun Elementary School, particularly in class 4. The class comprised 11 pupils, six male and five female. Another observation revealed that the classroom or media equipment available to facilitate learning was in excellent condition. The classroom was equipped with study tables and chairs for students and teachers, fans, projectors, and designated reading

areas. The conditions for the students were highly favorable and easily manageable due to their strong interest in the media, which the researcher utilized in performing the study. This section will examine students with varying receptiveness towards English language learning, specifically focusing on their acceptance or non-acceptance. The study will explore using the Madurese cultural cow race as a medium for English language learning in SDN Prekbun.

The Classifications of Student's Response

Students	Students Response				Arguments
	Very Accept	Accept	Middle	Unaccepted	
Aikatul Jannah	✓				They were very receptive and could use English because they had previously taken English lessons outside of school.
Putri Oktaviany Sugianto	✓				
Moh. Nofal	✓				
PrasitiyoWilli Kurniawan		✓			This student was able to accept learning English because he was interested in the media I used, namely "Karapan Sapi Vidio, or pictures." And coincidentally
Moh. Fahri Mustofa		✓			

					, this student liked the Karapan Sapi culture, so even though he was not fluent in learning English, he still tried
Naura Barera	Azdqia			✓	This student is still not used to using English because he is still not fluent in reading and cannot even read, so he finds it difficult to learn, including English.
Ahmad Safari Adit Putra	Frenki			✓	These students are still new to using English and experience a little difficulty learning it. However, he

					could know a small quantity of the vocabulary used in Karapan Sapi.
Syafira Agustina Ramadhani		✓			Students accept. Even though he is still in the stage of learning English, he believes it is very difficult but important. So, even though he is not very proficient in English, he still tries to learn it, and he believes that learning English will definitely be needed one day.
Syafira Febriana Arrahmah		✓			Three students accepted because they
Moh. Faris Alfarisi		✓			
Rafasya Rakha		✓			

Pratama					could answer questions about objects in the media. However, one word is said to be foreign or new, such as "tongue."
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While implementing the Cow Method in class 4 at SDN Prekbun to enhance English language acquisition, some students encountered failures and successes due to various factors. Among the 11 students, who had multiple justifications, including:

- a. Three pupils who possess a high level of English proficiency due to their prior experience in taking English courses outside of school.
- b. Two pupils embraced English language learning due to their keen interest in the medium I employed, specifically the "Karapan Sapi video or pictures." Furthermore, it is worth noting that this particular student had a keen interest in the Karapan Sapi culture. Despite not being proficient in English, he made a sincere effort to learn.
- c. One student needs to improve in English. She is not yet proficient in reading and struggles with comprehension, making it challenging for her to engage in learning activities, including English language acquisition.
- d. Two pupils have limited proficiency in English; they have certain challenges in acquiring English language skills. However, he may need to understand the terminology employed in Karapan Sapi better.
- e. Three students were accepted based on their ability to identify objects in the media when questioned accurately. Nevertheless, a word is commonly regarded as foreign or novel, such as "tongue." They are unaware of it. Furthermore, they believe this is one of the consequences of online education due to the COVID-19 pandemic, which has made learning less favourable, particularly in English.
- f. One student agrees. Despite being in the early stages of studying English, he acknowledges that mastering the language is challenging yet crucial. Despite his

limited English proficiency, he remains committed to learning the language, as he believes mastering English will inevitably become necessary.

The investigation was conducted at SD Prekbun in Pademawu District, Pamekasan Regency. This method of English learning is highly effective and fruitful. It utilizes the cow race image to enhance English proficiency. It has proven to enhance students' English abilities, encompassing vocabulary and understanding. Students communicate using the English language.

Conclusion

The integration of cultural elements such as Karapan Sapi into language education not only preserves the rich heritage of Madura but also serves as an innovative approach to language acquisition. By engaging with the vibrant traditions of cow racing, students are exposed to a dynamic method of learning that transcends conventional classroom activities. This immersive experience allows learners to connect with the material on a deeper level, enhancing their understanding and retention of the English language. The cultural context provides a relatable and stimulating backdrop for vocabulary expansion and the development of communication skills. Furthermore, this method aligns with contemporary educational theories that emphasize the importance of active learning and cultural relevance in education. By fostering an environment where students are actively participating in cultural practices, their motivation and enthusiasm for learning are significantly increased. This, in turn, leads to a more natural and intuitive grasp of the language, as students are not merely memorizing vocabulary but are experiencing the language in context. The success of this approach is indicative of the potential for cultural practices to play a pivotal role in educational strategies, particularly in the realm of language instruction. It underscores the value of cultural heritage as a resource for educational innovation and highlights the need for educational systems to adapt and incorporate diverse cultural experiences into their curricula. In doing so, not only is the cultural identity preserved and celebrated, but the educational outcomes are also enriched, leading to a more holistic and engaging learning experience for students.

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