

Cultural synergy: Integrating Lamin Dayak Kenyah in English language learning – A need analysis study

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Abstract: This research aims to identify students' preferences and interests in learning English through Lamin Dayak Kenyah architectural buildings. This research is a mixed research that combines quantitative and qualitative data. The participants were 271 students and 33 English lecturers at universities. The methods used to collect data were classroom observations, surveys, and interviews to identify specific needs faced by students and lecturers when incorporating traditional houses into learning materials. The four fundamental English language skills—listening, reading, writing, speaking—are included in the results. In listening skills, students and lecturers prefer to learn and teach English by watching videos and listening to dialogues or conversations. In reading ability, students and lecturers want to learn with intensive reading, active reading, and critical reading. Regarding writing skills, students and lecturers prefer assignments such as writing descriptive texts and opinion articles. In speaking skills, students and lecturers want to learn through discussion and describing pictures orally. In choosing topics, students and lecturers are interested in the history of local architectural buildings, traditional house design, and the symbolism, color, and meaning of the carvings. Project-based learning (PBL) is the preferred learning method, and learning resources are drawn from videos and interactive learning tools. Future research can utilize these findings to design more targeted instructional materials, leveraging the results of the needs analysis that has been conducted in this study.

Keywords: Architectural building, English materials, integrating, local wisdom

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi preferensi dan minat mahasiswa dalam belajar bahasa Inggris melalui bangunan arsitektur Lamin Dayak Kenyah. Penelitian ini merupakan penelitian campuran yang menggabungkan data kuantitatif dan kualitatif. Partisipan berjumlah 271 mahasiswa dan 33 dosen bahasa Inggris di perguruan tinggi. Metode yang digunakan untuk mengumpulkan data adalah observasi kelas, survei, dan wawancara untuk mengidentifikasi kebutuhan spesifik yang dihadapi mahasiswa dan dosen ketika memasukkan rumah Lamin ke dalam materi pembelajaran. Empat keterampilan dasar bahasa Inggris—mendengarkan, membaca, menulis, berbicara—termasuk dalam hasil. Pada kemampuan mendengarkan, mahasiswa dan dosen lebih memilih belajar dan mengajar bahasa Inggris dengan menonton video dan mendengarkan dialog atau percakapan. Pada kemampuan membaca, mahasiswa dan dosen menginginkan pembelajaran dengan membaca intensif, membaca aktif, dan membaca kritis. Pada kemampuan menulis, mahasiswa dan dosen lebih menyukai tugas-tugas seperti menulis teks deskripsi dan artikel opini. Pada kemampuan berbicara, mahasiswa dan dosen menginginkan belajar melalui diskusi dan mendeskripsikan gambar secara lisan. Dalam memilih topik, mahasiswa dan dosen tertarik dengan sejarah bangunan arsitektur lokal, desain rumah adat, serta simbolisme, warna, dan makna ukirannya. Metode yang diinginkan adalah pembelajaran berbasis proyek (PjBL), dengan materi pembelajaran yang bersumber dari video dan alat-alat pembelajaran yang interaktif. Penelitian selanjutnya dapat memanfaatkan hasil penelitian ini untuk merancang bahan ajar yang lebih tepat sasaran, dengan memanfaatkan hasil analisis kebutuhan yang telah dilakukan dalam penelitian ini.

Kata kunci: Arsitektur bangunan, materi bahasa inggris, pengintegrasian, kearifan lokal

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INTRODUCTION

East Kalimantan must preserve its traditional knowledge as the National Capital City (IKN). Maintaining the building's architectural model is one of the local customs that should be followed. The unique design, attractive colors, and ornamentation all pay homage to this classic East Kalimantan architecture. These attributes have significant historical significance, but society still does not understand this knowledge, particularly college students who will make up the future generation. Students who reside in neighborhoods intimately tied to the local culture must be aware of its unique characteristics. This is caused by a lack of knowledge about local values and cultural heritage. Furthermore, moving the National Capital City can result in an infusion of outside cultural influences, which could negatively affect the preservation of local culture. There is a need to make an effort to raise students' awareness and comprehension of local wisdom (Silahooy et al., 2024), particularly about architectural buildings. In addition to serving as a record of history, this building is extremely rare and, if not properly maintained, may even begin to deteriorate. Thus, it is crucial to include educational institutions in preserving this legacy by incorporating historical local wisdom into the curricula, particularly in English (Tandikombong et al., 2024).

Integrating local wisdom into the English curriculum can enrich the student's learning experience and promote cultural heritage preservation (Darmawati et al., 2024), specifically Lamin Dayak Kenyah Architectural Buildings. The Lamin Dayak Kenyah is a traditional longhouse Kenyah people in East Kalimantan (Widayati & Selim, 2024). It becomes the symbol of Kenyah community heritage. It also can accommodate many family members (Rulia, 2019). This statement is also strengthened by interviews conducted with the Dayak chief. He explained that Lamin Long House can accommodate up to 100 people. It serves as a communal house, reflecting the social organization, values, and artistic traditions of the Kenyah people. The design of architectural buildings has a unique design. It has an elevated structure and elaborately carved wooden embellishments. The Dayak Chief added that the intricate symbols and carvings on the wooden panels frequently represent mythology, ancestors, and spiritual beliefs from the culture.

In integrating the architectural building of Lamin House into English classes, lecturers can produce relevant resources that are related to students' experience and background. Despite the potential advantages, local cultural components are still not sufficiently incorporated into many English language curricula. The teaching materials often used fail to address the unique cultural contexts of students. This disparity emphasizes how urgently a requirements study is required to determine students' precise choices for incorporating the architectural structure of Lamin Dayak Kenyah into English language instruction. Conducting needs analysis is the first step and becomes the main instrument in language development (Effendy et al., 2020; Pranoto & Suprayogi, 2020; Soraya et al., 2024), through this, educators or researchers can accurately identify the students' wants and needs.

There has been no research that explicitly focuses on the architectural integration of Rumah Lamin Dayak Kenyah buildings. However, many previous studies have underscored the importance of local cultural components in English language learning (Hasyim & Puspita, 2021; Mujahidah et al., 2023; Nafiah, 2020; Nithitwaraphakun, 2020; Saputri & Rohiyatussakinah, 2019). This research seeks to complement that appearance by identifying students' needs in the context of this architectural integration. Therefore, this

study aims to determine students' preferences for learning English through cultural heritage and their interest in incorporating Lamin Dayak Kenyah elements into their studies. This research seeks to increase the relevance and engagement of English language learning while preserving and promoting local cultural heritage by achieving these goals. This study emphasizes how local cultural heritage can be encouraged and preserved while increasing educational opportunities.

METHOD

Utilizing a mixed-methods research approach, this study investigated how Lamin Dayak Kenyah architectural buildings may be included in the English curriculum by combining quantitative and qualitative data. There were 271 students enrolled in the English class, and 33 English lecturers taught the English language in East Kalimantan. Class observations, surveys, and interviews were the methods to acquire the data. The researchers took field notes during classroom observations to document the learning environment. The interview was conducted to gather qualitative information by asking students and lecturers. The classroom observations and surveys started in June 2024 and ended in July 2024, and then in-depth interviews were conducted. In addition, researchers visited Pampang Village to study the Lamin House architectural building. Researchers conducted interviews with locals and the chair of Dayak Kenyah tribe to gain a comprehensive understanding of the Lamin House's architectural features and potential integration into English language instruction. The interviews were recorded, transcribed, and analyzed to gather qualitative data. To collect quantitative data, questionnaires were distributed. Before distribution, the questionnaires were validated by experts using a Likert scale with a value range of 1-5, where 1 represents not good and 5 means very good. Based on the average results, the questionnaire received a score of 5, which indicates that it was considered suitable for use. This validation procedure involves experts in the relevant field to ascertain how it accurately measures the intended outcomes. Random sampling was used in the sample process, according to Isaac and Michael. The questionnaires are included in the Table 1 and were modified from some sources.

Table 1. The organization of the questionnaire

The Purposes of the Questions	References
To know the profile	Richard (2001) Nation & Macaster (2010)
To know the experience	Richard (2001)
To know the personal characteristic	Richard (2001)
To know the interest in the topics	Hedcock & Ferris (2009) Nation & Macaster (2010) Graves (2010)
To know the goal and expectation	Hedcock & Ferris (2009) Nation & Macaster (2010) Graves (2010)
To know information about the needs of the learning materials	Graves (2010) Hutchinson and Waters (1994) Nunan and Macalister (2010)

Data analysis was conducted using descriptive statistics to summarize and interpret the collected quantitative data. This methodology served as an overview of the data through measures such as percentages.

RESULTS AND DISCUSSION

The needs of students' experience

Understanding students' preferences and experiences is essential to designing and implementing learning activities. These are the results of the survey regarding the students' experiences.

Table 2. Students' experience in English learning

Items	Questions	Options	Percentages
1	In your opinion, how important is learning English?	Very Important	71.20%
		Important	21.40%
		Quite Important	7.50%
		not Important	0%
2	In your opinion, how important is it to integrate local wisdom in English learning?	Very Important	27.50%
		Important	44.60%
		Quite Important	26.10%
		not Important	1.80%
3	What is your level of difficulty in learning English?	Very Difficult	5.70%
		Difficult	59.30%
		Easy	32.50%
		Very Easy	2.50%
4	What is your main motivation for learning English?	Academic Needs	35.20%
		Professional Needs	22.80%
		Personal Interest	30.60%
		Daily Communication	11.40%
5	Are you familiar with the concept of local wisdom in East Kalimantan	Very Familiar	8.90%
		Familiar	33.30%
		Quite Familiar	39.30%
		Not Familiar	18.10%
6	Are you interested in learning English using the context of local wisdom and architectural buildings in East Kalimantan?	Very Interested	21.80%
		Interested	36.40%
		Quite Interested	38.20%
		Not Interested	3.60%
7	Have you ever studied English through topics related to local architecture?	No	72.60%
		Yes	27.40%

As can be seen from item 1 in Table 2, 71.2% of respondents believe that studying English is "Very Important." It indicates that there is a high demand for English language learning since students understand how crucial it is to become fluent in the language. It is assumed that proficiency in the language also creates a wealth of chances for international,

career, and economic connections (Soraya et al., 2024). Based on the results of the interview, the participant explained that English is important because all fields of study require English, and mastering English will also help in the future.

“There are numerous benefits to achieving my proficiency in the English language. For instance, it is frequently necessary to pass an English test to complete one’s academic pursuits. In addition, having the capacity to communicate in English provides individuals with increased opportunities to compete in the workforce in the future” (interview with student A on Tuesday, June 25, 2024).

For students in East Kalimantan, having a strong command of the English language has many advantages. First, knowing English will help the students communicate with foreigners and boost their work chances because the National Capital City is located in East Kalimantan. Second, because English is an international language, it makes it easier for students to access worldwide research and educational materials, which can aid in their academic work and the advancement of science. Below is the transcribed of the students’ interviews.

Incorporating local knowledge into English language instruction is deemed "Important" by 44.6% of participants, indicating that, this is the most widely held belief. After that, 27.5% of respondents believe it is "Very Important," demonstrating a high level of support for the concept overall. The results indicate a considerable endorsement of incorporating local wisdom into English language learning. Developing students' capacity to see problems from various angles requires them to be encouraged to critically consider how their local knowledge fits into a global context. This ability is becoming increasingly crucial in today's interconnected world, where knowledge of differing perspectives helps produce more knowledgeable global citizens. Furthermore, learning a language entails more than just picking up language skills—it also entails comprehending the subtle cultural connotations surrounding the language. Students can compare and contrast their cultural values with those of English-speaking cultures by incorporating local expertise. This promotes a more comprehensive educational experience by improving their language skills, cultural sensitivity, and awareness.

Item 3 indicates the student's level of difficulty. According to the results, 59.3% of respondents felt that learning English is "Difficult". Below is the result of the student’s interview.

“ The participant clarified that English is crucial due to its necessity in all disciplines. Furthermore, mastering English will also be beneficial in the future.” (interview with student A on Tuesday, June 25, 2024).

It emphasizes the need for improved materials and learning resources for English language instruction. Based on the interview with the students, several factors cause these, are (1) implementation of an inappropriate curriculum and learning methods that do not match students' learning styles; (2) limited teaching resources exchanged whether obtained online or printed textbooks used; and (3) lack of support from the environment which can reduce the effectiveness of learning. Therefore, to encourage a positive and engaging learning environment, it is necessary to redesign learning strategies and programs.

The respondents' reason for learning English, as indicated by item 4, is "Academic Needs," with 35.2% selecting this choice. Then, very closely behind, 30.6% are driven by "Personal Interest." The reasons for these are (1) English is often a mandatory requirement in higher education curricula to complete studies, obtain good grades, or qualify for scholarships and student exchange programs; (2) globalization and technological developments make English language skills important for accessing information and academic literature which is mostly available in English; (3) Personal interests also play a role, especially for students who have an interest in culture, entertainment, or career opportunities abroad. Based on the highest results, the main motivation is still dominated by academic demands and personal interest, which can make English language learning often less focused on mastering the language for daily or professional communication. However, educators must be ready to prepare, support, and motivate students in all matters to improve the student's abilities (Hassan et al., 2023).

The data on how familiar respondents are with the local culture is shown in item 5. It is "Very Familiar" to 8.9% of respondents, while 33.3% are just "Familiar." Concerning the notion, the largest group, 39.3%, is "Quite Familiar," while 18.1% are "Not Familiar." This implies that although most people are aware of local wisdom in East Kalimantan, there are differences in the breadth and depth of people's comprehension. Although the students in East Kalimantan are familiar with the architecture of local buildings, they are still not well-versed in the architectural structures of Lamin Dayak Kenyah. This is caused by limited exposure to education, reduced student involvement in culture-based activities, and low levels of community and family involvement in preserving this local culture. Below is the result of the interview.

"I know what the visual form of architectural buildings is, but I never know what the meaning of the ornaments or anything within those buildings" (interview with student B on Tuesday, June 25, 2024).

Additionally, the influence of national and global media can overshadow local cultural elements, and individual interest levels in getting to know local culture can affect their familiarity. One of the ways to motivate the students is by integrating it into learning materials (Fitriani, 2019). It can be combined with learning activities, tasks, projects, and others. This approach can also enrich intercultural skills which are very important in the current era of globalization. However, many lecturers still have not integrated the Lamin Long House into the English curriculum, according to the interviewees. They clarified that their understanding of Lamin House was inadequate and that they had limited access to reliable resources. Based on the interview with the students, they also have not studied English which integrates the local architectural building. This indicates that lecturers can introduce new learning materials that integrate Lamin House into their learning materials. This discrepancy highlights the chance to explore and potentially increase the use of local architectural topics in English education to broaden learners' experiences and integrate cultural elements into their studies.

According to item 6 of the Table 2, 21.8% of respondents are "Very Interested" and 36.4% are "Interested," indicating that most respondents have a favorable inclination toward incorporating architectural building into English learning materials. This suggests that students find it beneficial to acquire a language that is similar to their own culture. This

approach not only makes the course contents more interesting and pertinent, but it also promotes the preservation of cultural identity while studying a foreign language. Here is the result of the students' interview.

“Although the major I am pursuing does not directly relate to the study of English about architectural building, the inclusion of this subject matter in my English course will serve as an additional benefit in expanding my understanding of the cultural heritage of my region” (interview with student B on Tuesday, June 25, 2024).

Item 7 presents a significant majority of participants, 72.6%, who have not studied English through topics related to local architectural building. This indicates that integrating the local architectural themes into English language learning is relatively uncommon. The 27.4% who have engaged with this approach indicate that, although it is not widely used, there is interest and potential in exploring how local architecture could enhance English studies.

The needs of learning activities

The following section presents the needs analysis results related to learning activities.

Table 3. Learning activities

Items	Questions	Options	Students	Lecturers
8	What types of listening activities are most effective for understanding learning topics within the context of the local wisdom of East Kalimantan architectural buildings?	Watching video	33.50%	18.90%
		Listening to interviews	23.50%	28.40%
		Listening to dialog	19.30%	21.60%
		Listening to narrative text	14.50%	13.50%
		Listening to monologue text	9.20%	16.20%
9	What types of reading activities are most effective for understanding learning topics within the context of the local wisdom of East Kalimantan architectural buildings?	Intensive reading	27.70%	21.10%
		Active reading	24.70%	19.70%
		Critical reading	17.10%	26.30%
		Scanning	14.70%	7.90%
		Reading aloud	9.80%	17.10%
10	What types of writing activities are most effective for understanding learning topics within the context of the local wisdom of East Kalimantan architectural buildings?	Writing descriptions of local architectural buildings	29.50%	36.70%
		Writing opinion articles related to local architectural buildings	29.10%	21.70%
		Writing text-based summaries	23.40%	15%

		Writing tourism brochures related to local architectural buildings	18.10%	26.70%
11	What types of speaking activities are most effective for understanding learning topics within the context of the local wisdom of East Kalimantan architectural buildings?	Discussion	22.60%	20.80%
		Describing pictures orally	18.30%	22.80%
		Q&A with simple expressions	17.30%	13.90%
		Presentation	13.80%	20.80%
		Dialog	12.20%	11.90%
		Interview simulation	7.60%	4%
		Speech	4%	3%

Considering the information in item 8 in Table 3, the highest percentage of students in listening activities is watching videos (33.5%), followed by listening to interviews (23.5%). Meanwhile, the highest percentages of lecturers were listening to interviews (28.4%) and listening to dialogue activities (21.6%). Based on the results, students expressed a preference for improving their listening skills through auditory and visual. This choice is most likely due to the media's ability to make it easier for students to understand a clearer and more interesting context. Auditory and visual information are processed simultaneously when someone views a video (Afify, 2020).

“I prefer learning through videos. It's more interesting and doesn't make me sleepy in class” (interview with student B on Tuesday, June 25, 2024).

“I like to give the students videos as a way to improve their listening skills because videos often include visual cues that help students better understand the context and meaning” (interview with lecturer A on Friday, July 5, 2024).

The other research also explained that videos are thought of as learning scaffolds since they give students the right help when they need it at different times, including before, during, and after lectures (Rismark & Sølvsberg, 2019). Additionally, students and lecturers prefer to listen to interview audio and dialog from locals or experts, believing this offers in-depth and authentic perspectives. According to the lecturer's interview, the participant explained that “learning through audio recording can make the students more focused and concentrate on the materials given.” The activities of listening to narrative texts and monologues are less interesting for students and lecturers. These texts tend to be more passive, without direct interaction between the speaker and the listener.

The data of item 9 explains that the students tend to choose intensive reading and active reading in the learning activities. It can be seen from the results, 27.7% and 24.7%. Meanwhile, the lecturers prefer to choose critical reading, 26.3%, as the highest percentage, and intensive reading (21.1%). It indicates that they have a deeper engagement with the text and a focus on developing comprehension skills. Students are active readers when reading a text because they use certain strategies to understand the content (Par, 2020). Besides active and intensive reading, lecturers prefer a critical reading strategy. It helps

students develop their "critical language awareness," which helps them analyze texts from a discourse perspective (Vozgova & Afanasyeva, 2020).

The data of item 10 shows that most students have the highest interest in writing descriptions of local architectural buildings and writing opinion articles related to local architectural buildings (totaling 58.5%). This indicates that many students are interested in describing local architectural buildings in detail and interested in sharing their views on local architecture. The data of the lecturer's results show the highest is on writing descriptions, 36.7%, followed by the activities of writing tourism brochures, 26.7%. Writing text-based summaries had lower interest, indicating that respondents were more interested in analytical and describing than promotional writing.

"I ask students to write descriptions of pictures related to the Lamin house because, through this activity, students will understand more and know the names of these elements in English". (interview with lecturer B on Monday, July 8, 2024).

The data of item 11 shows that the discussion becomes the most effective speaking activity, with 22.6% and 20.8%. Describing pictures orally follows closely with 18.3% (students) and 22.8% (lecturers), while Q&A with simple expressions is considered effective by 17.3% and 13.9%. Presentations got high results on lecturers' choices, 20.8%, but got a low percentage on students' choices, 13.8%. Both students and lecturers want to learn English through discussions. By applying discussion in speaking activities, the students' speaking skills will be improved (Crisianita & Mandasari, 2022; Susanti et al., 2021). The students also want to describe pictures orally, asking and answering simple expressions, and presentations. Dialogue activities, interview simulations, short speeches, and debates are less popular with students. Based on interviews with students, dialogue activities and interview simulations were considered less interesting, while short speeches and debates were activities that were quite feared by students, considering that their speaking skills were still lacking.

The needs of learning resources

By offering supplementary tools to support classroom instruction, learning resources can assist students in improving their comprehension of difficult materials. The results of students' wants for learning resources are shown in Table 4.

Table 4. Learning resources

Items	Questions	Options	Students	Lecturers
12	What learning resources are needed to understand local wisdom in English learning topics?	Website/LMS	17.60%	12.50%
		Website/LMS	17.60%	12.50%
		E-books	13.10%	37.50%
		Textbooks	12.70%	31.30%
		Modules	14.10%	-
		Videos	21.20%	-
		Interactive tools	21.20%	-

The findings show that students prefer videos (21.2%), interactive tools (21.2%), websites/LMS (17.6%), and printed books (e-books) as their learning resources. In

contrast, lecturers typically select textbooks and e-books as the highest choices. These differences mean that students in the present generation are highly accustomed to using digital technology. When it comes to digital media, they feel more at ease than with conventional techniques. The results of the study conducted by D'Aquila et al. (2019) showed that test-taking performance, student involvement, motivation, and perception all improved by learning through videos. The interview results with the lecturers explained that textbooks and electronic books are frequently regarded as the primary sources acknowledged in academic programs. They offer explicit references for academic assessment together with content that satisfies educational standards. These variations in preferences show how learning habits and technology have evolved throughout time. While lecturers may rely more on conventional approaches that are long-term successful, students are typically more receptive to dynamic and interactive learning strategies. Combining these learning resources should enable a more thorough and well-rounded educational experience. However, learning resources are the key components of the learning process (Dayyana et al., 2024)

The needs of topics

The following sections explore needs related to various learning topics, with a focus on how they align with student interests. Below are the results of students' needs in terms of the topic.

Table 5. Topics

Items	Questions	Options	Students	Lecturers
13	What topics are needed in English learning materials related to East Kalimantan	Traditional house design	11.3%	21.2%
		Symbolism, color, and meaning of the carvings	14.5%	22.2%
		Modern vs. traditional architecture	13.1%	6.1%
		History of local architectural buildings	15.2%	20.2%
		Social and cultural function of the building	13.8%	19.2%
		Traditional construction techniques	7.2%	3%
		The role of architecture in local culture	10.9%	5.1%
		Folklore and myths related to building	13.8%	3%

As reflected in the table above, among students, the history of local architectural buildings is a topic of great interest (15.2%), while lecturers are more interested in the symbolism, color, and meaning of the carvings (22.2). Furthermore, students' interests are also in two topics: folktales and myths related to the building (13.8%) and the social and cultural functions of the building (13.8%). The next options made by the lecturers were traditional house design (21.2%) and the history of local architectural buildings (20.2%).

This suggests that students are interested in learning more about how these components add to architectural construction culture. Students want a variety of types that facilitate active and engaged learning when it comes to their learning resources, while the lecturers want to develop students' critical thinking skills by integrating language, culture, and creative expression by talking about the symbolism and meaning underlying traditional designs. It supports the growth of analytical and critical thinking abilities.

The needs of learning methods

A crucial component of comprehending the demands of the students is determining their preferred learning styles. The table that shows the outcomes is below.

Table 6. Learning methods

Items	Questions	Options	Students	Lecturers
14	What learning methods are considered effective for learning English in the context of local wisdom?	Project-based learning	32.3%	50%
		Cooperative learning	26.8%	21.9%
		Independent learning	18.1%	12.5%
		Task-based learning	22.9%	15.6%

The data indicates that Project-based Learning has the highest results. It is 32.3% from students' results and 50% from students' lecturers. Next, Cooperative Learning is the second choice with 26.8% and 21.9%. Task-based Learning also holds a significant portion at 22.88% and 15.6%, while Independent Learning is the least utilized, accounting for 18.1% and 12.5%. This distribution indicates a tendency towards collaborative and practical learning approaches, with a significant focus on project-based and cooperative activities rather than individual tasks. Students feel that project-based learning is an effective way of learning English. It is one way to achieve the students' goals (Guo et al., 2020). The method offers a practical and applicable approach, allowing students to engage directly in real-world projects through hands-on experience (Destiyanti, 2019). Next, cooperative learning emphasizes collaborative approaches where students work together through discussions, role-playing, and group presentations. This method highlights the importance of teamwork and communication. Since it has been implemented for so long, cooperative learning is a successful teaching strategy for raising students' academic achievement (Chen, 2021). Next, in task-based learning, students work through predetermined assignments meant to help them practice language repeatedly. The main focus of task-based learning is the assignments (Naqsyabandiyah & Dehghanitafti, 2023; Sholeh, 2021). Students must become proficient in all areas of English, including speaking, writing, listening, and reading (Ariatna et al., 2023). Therefore, developing these skills is needed by designing appropriate learning activities to enhance students' proficiency.

CONCLUSION

The findings of this study's needs analysis serve as the foundation for creating instructional materials. English is the language that both students and lecturers choose to watch videos and listen to dialog or conversation audio to improve listening skills. They use active, intensive, and critical reading strategies to enhance their reading abilities. Regarding writing activities, lecturers and students like assignments that involve creating opinion

articles and descriptions. They participate in discussions and verbally describe images to get better at speaking. Learning methods need project-based and cooperative learning approaches. Interactive tools and videos of the Lamin House are preferred as interesting learning resources. Moreover, this study's findings may be limited in their generalizability, given the specific context of East Kalimantan and the unique characteristics of the Dayak Kenyah architectural building. They may not be directly transferable to other regions or language learning settings. Further research is needed to explore the applicability of this approach in different cultural contexts and to investigate its long-term impact on language proficiency, cultural awareness, and overall educational outcomes.

The recommendation for further research is the development of teaching materials that integrate local cultural materials, especially the architecture of the Lamin House from the Dayak Kenyah tribe. The results of this needs analysis will be the main basis for researchers in designing materials that are suitable for teaching the four basic language skills, namely listening, reading, writing, and speaking. Thus, the materials developed will effectively incorporate local cultural elements into English language learning.

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