

## INTRODUCTION TO ENGLISH FOR IMMIGRANT CHILDREN THROUGH THE ONE DAY ONE CULTURE PROGRAM AT SB HULU KELANG

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### Abstract

This article discusses the "One Day One Culture" program at Sanggar Belajar Hulu Kelang, which aims to introduce English to immigrant children through a cultural approach. By integrating English language learning and local culture, especially Javanese and Sundanese culture, the program helps children adapt to their new environment while enriching their learning experience. Through interactive activities, such as vocabulary introduction and batik art, children learn English in a fun way. The teaching method includes an introduction to Javanese and Sundanese, as well as Kawung and Mega Mendung batik, which strengthens their understanding of Indonesian cultural heritage. The program shows significant potential in supporting the social integration of immigrant children and increasing their love for local culture, as well as building confidence in communicating. As a result, this activity not only introduces language, but also creates multicultural awareness among students.

**Keywords:** Language, Culture, English learning

### Introduction

Getting to know English from an early age should be supported by adequate facilities and infrastructure. English education for immigrant children is an important aspect in helping them adapt to their new environment and increasing their opportunities in the future (Almani et al., 2024). One initiative that has attracted attention is the "One day One Culture" program held at Sanggar Bimbingan Hulu Kelang, which is designed to introduce immigrant children to English through a fun and interactive cultural approach program. Amid the dynamics of globalization, immigrant children often face major challenges in adjusting to the culture and education system in their new country. English language skills are very crucial, not only for communicating, but also for accessing information, participating in social activities and developing self-identity (Lim et al., 2020). Through the "One Day One Culture" program, children not only learn English but also get to know the various cultures around them, which can enrich their learning experience. This program integrates various elements ranging from basic vocabulary introduction to interactive cultural activities, such as batik art, traditional songs, and traditional games (Ćatibušić & Little, 2014; Salsabila et al., 2024).

With this approach, it is expected that children can learn English in a more unique and enjoyable way, while building their confidence in interacting with peers and the community (Widagdo, 2023). This article explores more deeply the importance of

English education for immigrant children, as well as how the "One Day One Culture" program at Sanggar Belajar Hulu Kelang can be a place for them to learn and an effective place to support their integration into society (Parmono, 2013). With a focus on direct experience and strengthening several cultures that have been carried out, this program has the potential to be a bridge connecting children with the world, both the old and new worlds they enter (Igoa, 2013; Lee et al., 2013).

This article aims to provide a better introduction and understanding of English through a cultural approach and also to increase the enthusiasm of immigrant children in learning English, to get to know or understand English not only by reading and writing but also through a cultural approach where directly on the other hand they learn English and also understand some cultures, languages, and arts that have been introduced to immigrant children.

### **Research Method**

Students or immigrant children at Sanggar Belajar Hulu Kelang have 4 classes where classes 1 and 2 are combined and classes 3, 4, 5 are also combined while class 6 has its own class or room, where each class also has facilities and infrastructure such as textbooks, markers and whiteboards. They learn like people who go to school because they also have a schedule of lessons and study time starting from Monday to Friday at 08.00 starting the learning process until 13.00, the hour after the Dzuhur prayer is also used for lunch and Koran reading, the rest from 14.00-16.00 is playtime and going home. The learning process is not only English but mixed with general subjects such as Science, Mathematics, Arts and Culture and other subjects but the introduction of English is always inserted during playtime because some children at SB Hulu Kelang already enjoy or like learning English such as grades 5 & 6 they are already familiar with the introduction but grades 1 to 4 have not been able to get to know English further with this "One Day One Culture" approach we are easier to provide an introduction or even an understanding of English through the introduction of several cultures in Indonesia immigrant children are more curious to get to know the culture of the Indonesian people both about language and batik art, some of the cultures that we have explained are.

### ***One Day One Culture 'Javanese Tribe of Jogja'***

The Javanese are the Javanese people that we can most easily find in various cities. The Javanese are very identical with their cultural side and are widely studied from generation to generation. As in the Hulu Kelang Learning Center, we have introduced students to Javanese culture. One of the cities studied in this Javanese tribe is Yogyakarta. Language, batik are cultural aspects that we take to introduce to students at SB Hulu Kelang.

### **Language**

According to (Trijanto, 2012) Javanese as one of the 706 languages in Indonesia, is used by 75.5 million speakers. Of the 6,703 languages in the world, Javanese is ranked 11th in terms of the number of speakers. In this learning, we introduce Javanese very easily and practically, with my recordings coming from the Javanese tribe, it makes it very easy for us in the learning process. Starting from getting to know some everyday words or terms in Javanese and interpreting them in English.

## Implementation

Activity Name: One Day One Culture

Tribe/Culture : Java

Activity: We started the introduction of Javanese to the students of Hulu Kelang SB by introducing several vocabulary words that can be used daily, both Kromo Javanese and Inggil, and accompanied by their meanings in English, such as

-Enggih = yes/good

-Mboten/Dahar = No

-Lungo/Act = Go

-Turu/Tilem = Sleep

-Longgoh/Lenggah = Sit down



Figure 1. Introduction of Javanese

## Batik

According to (Faiziyah et al., 2021) Batik art is one of the cultural products known since our ancestors. Batik is greatly admired not only because of its complicated process but also in its unique and beautiful motifs and colors, which are rich in symbolic meaning. Batik is an Indonesian treasure that is very much loved and preserved from generation to generation, in SB Hulu Kelang itself, several students are often seen wearing beautiful batik clothes, and one of the batik motifs they wear comes from the Javanese tribe, namely Jogja, namely kawung batik. This beauty is not only to be seen, but students also need to know the origin and how they motivate themselves to always love Indonesian batik works.

### Implementation

Activity Name : One Day One Culture

Tribe/Culture : Java

Activities : Introducing the typical Kawung Batik from Jogjakarta begins with general knowledge education about Kawung Batik.

According to (Ayu et al., 2019), Kawung motif, was created by Sultan Agung Hanyokrokusumo in Mataram. He created it by taking materials from nature, or simple

things and then raised into a good Batik motif. Kawung motif is symbolized by the arena tree or palm tree whose fruit is round and oval in color and clear white, also called kolang-kaling.

If we look at the picture of the sugar palm fruit or palm fruit, this motif has many specific symbolic meanings such as: (1) The economic system in the village, (2) The purity of human kindness, and (3) The government system.

After studying the material related to Batik Kawung, students at SB Hulu Kelang are allowed to color the batik kawung that we have provided pictures of to train their artistic creativity and train students to mention colors using English and with this alternative can foster a love for batik Kawung which originates from Indonesia on the other hand students can also train their focus on seeing and understanding colors in English.



**Figure 2. Understanding Colors in English**

### ***One Day One Culture 'Cirebon Sundanese Tribe'***

The Sundanese are one of the ethnic groups that predominantly live in West Java, Indonesia. In 1998, the estimated number of Sundanese people reached around 33 million, with a small portion living in other provinces. This tribe is known to have a unique culture and language, as well as a long history, although it is often less well-known internationally. In this second week, we continued the One Day One Culture activity with the target of this tribe, which is known to have a unique culture and language, as well as a long history, although it is often less well-known internationally. The one day one culture activity targeted the Sundanese people in the city of Cirebon. The aspects studied by students are language and typical batik.

### **Language**

According to (Dixon, 2000) Sundanese people, who mostly live in West Java, Indonesia, speak Sundanese when the ancient Sundanese script was first used in the fourteenth century, the history of Sundanese language can be traced back to the past. The Indian Pallava script influenced this writing system. Sundanese is used by most Sundanese people who live in West Java, Indonesia. This language has undergone changes and influences from other languages, especially during the colonial period.

- Activity Name : One Day One Culture  
Tribe/Culture : Sunda  
Activities : The introduction of Sundanese to SB Hulu Kelang students begins by introducing some internal vocabulary English is also a language that can be used every day, both rough and polite Sundanese, such as  
Ureng/Abdi : I  
Maneh/Anjeun : You  
Sae/Damang : I'm well

Nuhung : Thank You



**Figure 3. Classroom Setting**

### **Batik**

Talking about traditional batik cannot be separated from the symbolic meaning. According to (Algooneh Juenghani, 2020) humans are animal symbolicum, creatures who can understand and use symbols (signs). Humans can also create and understand the meaning of these symbols, so that they can be used as norms, guides (instructions) towards good behavior and deeds. One of the Sundanese batiks that is very well known by the community is Mega Mendung batik. Hereby we introduce Mega Mendung batik to the Students of SB Hulu Kelang.

Name of activity : One Day One Culture

Tribe/Culture : Sunda

Activities : Introducing students to Mega Mendung batik originating from the city of Cirebon, West Java, this batik is a Sundanese ethnic heritage where the inner motif is often used by Indonesian people because of its simple but beautiful image. According to (Djoemena, 1990) the Mega Mendung motif visually has a color composition in the form of gradation that reaches 9 to 11 shades of color gradation.



**Figure 4. Motif Visually has a Color Composition**

After explaining the mega mendung batik, the students were given paper with a picture of the mega mendung batik pattern to color according to their own creativity

(Augello et al., 2013). After that, they were trained and asked to mention what colors were used in English.

### **Results and Discussion**

Learning English through the "One Day One Culture" program implemented by Sanggar Belajar (SB) Hulu Kelang to understand local tribes and cultures that are specifically Javanese and Sundanese and to introduce several terms or words in English to its students. This program aims to understand more deeply about language and batik, and also introduce vocabulary in English through the program. By providing a deep understanding of language and batik with two tribes, it can foster a sense of love for Indonesian cultural heritage. In addition, SB Hulu Kelang students can learn English through Javanese and Sundanese cultures. The main focus of this activity is the introduction of English through culture, language and batik, which is presented with practical and interactive methods. In this activity, students are introduced to everyday life vocabulary in Javanese, Sundanese and English as well as typical motifs from each tribe such as Batik Kawung from Yogyakarta and Batik Mega Mendung from Cirebon.

Introduction to Javanese involves basic vocabulary such as "Enggih" (yes/good), "Mboten" (no) as well as in English (yes/good), (no/not) which is expected to help students understand English or Javanese vocabulary in everyday life. This activity also combines the introduction of Batik Kawung, one of the typical batik motifs of Yogyakarta. Batik Kawung is known for its deep symbolic meaning which is manifested in its complicated manufacturing technique. Students are given the opportunity to color pictures with Batik Kawung motifs as a form of creative practice while increasing their appreciation of batik as part of Indonesia's cultural heritage and also practicing understanding in pronouncing colors in English.

### **Conclusion**

The implications of introducing English through the "One Day One Culture" program implemented at Sanggar Belajar (SB) Hulu Kelang provide significant contributions in introducing Indonesian culture and understanding several English terms to its students. Through a practical and interactive approach, this program allows students to gain a deep understanding of everyday vocabulary in both English and Javanese and Sundanese as well as batik that has been explained from both tribes. The introduction of everyday vocabulary in English, Javanese and Sundanese as well as certain batik patterns such as Batik Kawung and Batik Mega Mendung aims to improve language recognition, as well as increase students' appreciation of their cultural heritage. This activity is not only aimed at enriching students' cultural and language knowledge. Also by involving students in coloring batik patterns creatively, this program creates a fun and educational learning experience, strengthens the relationship between higher education and cultural preservation, and raises multicultural awareness among students.

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