



Review Locally Tailored ELT Textbooks to Meet Primary Students' Need: Textbooks Development

*Devinta Puspita Ratri, Peptia Asrining Tyas**

Universitas Brawijaya, Indonesia

Since there is an emerging issue to strengthen students' local identity particularly in expanding circle countries in the midst of globalization, local culture integration in English language teaching (ELT) has lately grown to answer the challenge. Regarding the case, this study presents a textbook development with local culture integration in ELT for young learners as an effort to build students' identity at early ages. It exposes that local culture integration can be inserted to all units in the textbooks for primary students which complement the theme-based curriculum as mentioned in the Ministry of Education and Culture Regulation No. 22 Year 2016. It implies that English textbooks with local culture integration may be modified as a viable and acceptable technique of addressing learners' local cultures while learning foreign language. Further, this textbook development provides current guidance for English teachers on how local culture integration in ELT might increase the energy, motivation, and reasoning for Indonesian young learners to learn English in a meaningful context.

Keywords: ELT, local culture, textbook development, young learners.

INTRODUCTION

Following the removal of English topics for elementary schools in the Curriculum 2013 as stated in the Ministry of Education and Culture Regulation number 22 Year 2016, with the issue of students' identity becoming eroded, English is no longer taught at the primary level. In fact, at the primary school level, English is still a highly desirable subject for students, particularly as a local content topic (Ratri & Puspitasari, 2019). Unfortunately, due to its position as a local subject, the Ministry of Education and Culture does not provide textbooks for English subject at primary level. English textbooks must be prepared by local teachers or stakeholders. In order to address this issue, textbook development is critical since it plays a significant role in the teaching and learning process by supplying materials (Richards, 2001). Furthermore, textbooks are educational resources that offer well-organized information and subject matter in written form and contribute significantly to the learning process (Yulianti, 2015), and it gives a framework that allows the teacher to adapt and modify it into the curriculum being used and aids in instructional direction (Ayu, 2020).

In developing English textbooks for primary students, there are some elements to be considered due to the rapid globalization nowadays. To preserve local culture and strengthen students' identities in the face of massive globalization, the current trend in English teaching, particularly in EFL contexts, is shifting away from the use of English-speaking culture materials to the integration of local culture where English is taught. This culture integration is owing to the fact that learning a language necessitates learning culture as well, and therefore language and culture are interdependent (Jiang, 2000; Kanoksilapatham, 2020; Risager, 2007; Royani, 2013).

OPEN ACCESS

ISSN 2503 3492 (online)

*Correspondence:

Peptia Asrining Tyas

peptia@ub.ac.id

Received: 28th June 2022

Accepted: 30th March 2022

Published: 04th October 2022

Citation:

Ratri, D. P., & Tyas, P. A. (2022).

Review locally tailored ELT

textbooks to meet primary students'

need: Textbooks development.

J. Eng. Educ. Society. 7:2.

10.21070/jees.v7i2.1667

The view on the integration of local culture has been developed in this decade, and the important role of the inclusion of local culture for learners in ELT has been thoroughly explored. Students will be inspired not only theoretically, but will also find it more effortless to study English from local cultural materials in which usually are specifically aligned with their background knowledge (Khan, 2016; [Kristiawan, 2012](#); [Rowell et al., 2007](#)). Khan (2014) makes a strong claim that teaching a language apart from the students' local context in which it is taught may encourage the teaching and learning process becoming exceedingly uninteresting, irrelevant, and non-contextual. On the other hand, the integration of local culture in teaching English will help students, especially young learners, to experience English learning better by knowing the context from their real lives so that it is easier for them to be involved in the learning process. This local culture integration in ELT has been extended to the primary level, which will hopefully serve as the foundation for all subsequent stages of the educational system ([Kanoksilapatham & Suranakkharin, 2018](#)), and thus deserves our entire attention.

Several studies have revealed that the integration of local culture in ELT shows a positive impact because it leads to a better teaching and learning experience ([Chinh, 2013](#); Khan, 2014; [Kanoksilapatham, 2015](#); [Kanoksilapatham & Suranakkharin, 2018](#)). Further, [Anggraini et al \(2018\)](#) also convey the same thing in their research in which they developed learning materials by using folklore comprising character values to improve reading skills. The incorporation of folklore in learning materials was designed to broaden students' understanding of local culture and to provide opportunities for them to learn about the character values stated in folklore. This can also drive students to learn from the character values presented in folklore. [Mumpuni \(2013\)](#) and [Ruyadi \(2010\)](#) complement this fact, stating that incorporating local culture into ELT classrooms can help to preserve local culture.

[Utari et al. \(2016\)](#) state the same thing, revealing that the function of local culture becomes extremely significant considering that the learning process that occurs in the classroom, especially for elementary school students, should begin with the nearest environment that students frequently meet. The values of local culture will help students understand each concept in the material so that the knowledge acquired by students is not only limited to knowledge, but can also be implemented by students in the form of real practice outside the school. Local culture integration also becomes a means to develop students' character building as well as help them to act appropriately in real life contexts.

Further, [Kirkpatrick \(2007\)](#) emphasizes that the use of materials with local culture aims to train Indonesian students to communicate in English about their own culture. This is supported by [Royani \(2013\)](#) and [Prastiwi \(2013\)](#) who confirmed that local culture can help students learn English better.

In a nutshell, given the positive effects of local culture integration in ELT and the necessity to provide resources and guidelines for English teachers, textbook development for the primary level with local culture integration is crucial. In particular, most previous studies have mainly investigated the representation or inclusion of cultural values in language textbooks/materials (see [Xiong, 2012](#); [Nomnian, 2013](#); [Canh, 2018](#); [Widodo, et al., 2018](#); [Nambiar et al., 2018](#); [Azizah, et al., 2021](#); [Dewi et al., 2022](#)). Surprisingly, none of them discussed developing textbooks with local culture integration for young learners. To respond this issue, our research intends to develop English textbooks for primary students that support local cultural preservation while also strengthening students' identities through the integration of local culture. This is in line with the spirit of the 2013 curriculum which emphasizes character building and strengthening students' sense of nationalism. Furthermore, the incorporation of local culture into the construction of English textbooks provides students with familiarity and engagement with the materials, making it less intimidating for students to learn a foreign language.

Teaching English for Young Learners

Compared to young learners, adult learners progress quicker at first due to their superior methods, cognitive skills, and strong drive, yet younger learners frequently outperform them in the long run. This implies that younger students are more likely to outperform older students in terms of overall achievement. [Rachmajanti \(2008\)](#) theoretically assumed that the younger the children are, the more holistic learners they are. Additionally, in terms of timing, [Pinter \(2011\)](#) states cautiously if there is substantial evidence for the existence of a critical period for L2 acquisition; rather, social, contextual, and individual factors assist to explain the success of many young children. Complex factors that contribute to success include an early start in an optimum setting, constant, rich exposure, opportunity for practice, high motivation, and some formal instruction. Further, in an attempt to explain younger learners' overall success, [Oga-Baldwin et. al. \(2017\)](#) positively claims that younger learners generally benefit from more social support, such as a caring atmosphere, unrestricted access to simple, simplified material, effective educational chances, and cooperative classmates. Moreover, for young learners, learning a language is frequently a process of discovery and growth. When learners develop a positive attitude toward a foreign language, it may lead to a lifetime interest, and many instructional programs strive to make the process of learning a foreign language enjoyable for young learners ([Sutarsyah, 2017](#)). Hence, teachers and textbooks as resources in teaching English for young learners play an important role to set direction in the classroom.

In reality, the years spent in elementary school are critical in a child's intellectual, physical, emotional/affective, and social development. They must go through a succession of stages, gradually gaining abilities deemed important by the society in which they reside. The

steps apply to how children learn a foreign language as well. As a result, the method of instruction must be tailored to their developmental stage. They react to language based on what it does or can accomplish for them. Furthermore, young learners have the benefit of being excellent imitators, are typically unselfconscious, and are frequently prepared to participate in activities planned by their teacher. They can give an excellent introduction to the foreign language; therefore, it is important to deliver a context that the learners are comfortable and familiar with ([Kanoksilapatham, 2020](#)) like integrating local culture in the community they live in.

Local Culture Integration in English Textbook

The notion of integrating local culture into language materials has been asserted and maintained by a number of renowned scholars (e.g. [Kramsch & Hoene, 2001](#); [Foley & Thompson 2017](#); [Risager 2007](#)). Many studies (e.g., [Albantani & Madkur, 2018](#); [Kanoksilapatham, 2016](#); [Kanoksilapatham & Channuan, 2018](#); [Kanoksilapatham & Suranakkharin, 2018](#); [Kanoksilapatham, 2020](#); [Yektiningtyas & Br.Ginting, 2020](#)) revealed that inserting local culture into ELT contributes to students' engagement in learning English. The engagement is indicated by students' responses in class as discussed by [Intani \(2012\)](#), that all students enjoyed and were eager to get involved in learning activities, paid attention to teachers' explanation, and most students understood the materials. Further, local culture integration offers familiarity in learning as argued by [Royani \(2013\)](#), that the integration is advantageous since learners know well the topic discussed when they are learning English. When students know and are familiar with the topic given, they will feel motivated in learning English. Students are motivated by familiar objects, ideas or things around them, and they feel engaged with the materials delivered that contain local culture ([Kanoksilapatham, 2020](#)).

Beside engagement and familiarity offered, local culture integration also draws students' positive attitude as shown in some studies ([Chinh, 2013](#); [Kanoksilapatham & Channuan, 2018](#); [Saraswati et al., 2018](#); [Yektiningtyas & Br.Ginting, 2020](#)). Students are willing to be involved in the teaching and learning process. Students demonstrate their optimistic attitudes towards teaching local culture in the ELT, and they also think that this kind of teaching, if introduced in the classroom, would be stimulating ([Chinh, 2013](#));). In short, the integration of local culture into ELT was highly appreciated by students for the materials are manageable and provide a comfortable learning atmosphere.

The practice of local cultural adaptation is carried out via a textbook. An English textbook used for secondary schools in Thailand contained five predominant cultural aspects as stated by [Nomnian \(2013\)](#), "1) products (rice, sepak takraw, tuk-tuk); 2) practices (cooking, eating and Thai boxing); 3) persons (Siamese king, Vanessa-Mae); 4) perspectives (Thai people, traffic congestion, food, weather, and Thai language); and 5) places (tourist sites such as Phi Phi Island, Phuket, Bangkok, Chiang Mai, and Lopburi)."

This research potentially has some contributions for the design of English language textbooks that are culturally relevant for all language instructors and students. Typically, the students found the module fascinating and fun. The same thing was conveyed by [Nambiar et al.\(2018\)](#) that the local culture integration in textbooks increased students' level of confidence in using English. Textbooks play a crucial role for teachers and learners as one of the sources for learning English, and therefore developing local culture-based textbooks may encourage the integration of local cultures into learning English.

METHOD

The goal of this research is to develop instructional materials for the teaching of English in Elementary school of all grades (1-6) that are local-value loaded. Thus, this research falls into the category of Educational Research and Development. This approach is adapted from the development model by [Borg and Gall \(1989\)](#). This research method includes several stages which need analysis, product development, validation and revision, try-out, and final revision that leads to the final product.

This study was conducted in Batu city involving the English teachers from all elementary schools in the city, the Education Office of Batu City, the elementary school students, the local culture expert, and English for Young Learners and Instructional Materials Development Experts. Those parties were involved in the research serving different purposes.

Needs analysis was done to get insights on what topics and local culture best fit the purpose of the research. This stage involved the teachers, Education office and local culture experts. The data for needs analysis was obtained using two different instruments namely questionnaires distributed to the teachers and interview guidelines to conduct interviews with local culture experts, the Head of Education Office of Batu City, and also to some teachers as the confirmation of the questionnaires they had completed earlier on.

Once the needs analysis was completed, the development stage was initiated. Since there were a total of 6 books for 6 grades to develop, the researchers decided to make 6 teams each of which were responsible to develop 1 book. Each team consisted of the teachers of respective grades assisted by the researchers.

Upon the completion of the product development, the following stage was the expert validation. There were three experts involved in the validation of the products who were: the local culture, English for Young Learners, and Instructional Material Development experts. The role of an expert in local culture to validate the content of the books based on the appropriateness of the local value to be included in the book for pedagogical purposes that matched

with the level of the students. Meanwhile, the English for Young Learners expert was to validate the contents in terms of their feasibility to be presented for young learners of English. The Instructional Material Development experts validated the contents from their organization. In doing so, all the experts were handed out a checklist as the instrument.

Prior to the validation stage the following phase was the revision based on the comments and suggestions given by the experts. Once the revision was done, the try-out stage was implemented. The stage was conducted by involving elementary students from each level. The try-out was carried out by the English teacher and the researchers were there to observe. It was from the observation and interview with the teacher and students those inputs on the quality of the book were obtained. After the try-out, minor revision was done and finally the final product has come to its final stage and was considered ready to be used by teachers and students of elementary school from grade 1 to grade 6.

RESULTS AND DISCUSSION

Textbook Development

The textbook's title, *Among Tani English*, is inspired from the Batu landmark of a government block office called *Among Tani*. This name was selected to reflect local culture while also offering something that students are familiar with. Once the title was determined, the textbook was then developed. Prior to the construction of the textbook, the distribution of topics from grade 1 to grade 6 was greatly examined. The topics were generated in accordance with the current curriculum, Curriculum 2013 (K-13) which applies thematic-based curriculum for primary school level as alluded to in the Ministry of Education and Culture Regulation No. 22 Year 2016. This is intended to acquaint students with concepts learned in other subjects. When they study English, they learn something related to other disciplines that they are already familiar with in order to make studying English less daunting. Furthermore, the theme-based curriculum, as the topic selection reference, includes Indonesian local culture which is aligned with the English textbook development purpose of incorporating local culture. The distribution of the topics of the textbook from grade 1 to 6 is presented in table 1 as follows: The table shows the topics that evenly distributed throughout all grades, with each level containing 8 units. Each unit was designed into 5 consistent sub-units: learning objectives, brainstorming, materials, students' activities, and evaluation. This division attempts to provide both teachers and students with a complete picture of the language learning, including the learning goal, the learning process, and measuring students' achievement of the learning objective. Once the topics were generated and distributed, an English textbook for primary school students was constructed.

The first section of the unit is the learning objectives. The learning objectives presented in the textbook represented the taxonomy bloom's rank, which are remembering (define, list, memorize, and duplicate), understanding (describe, discuss, recognize, explain, and identify), applying (use, implement, interpret, and execute), analyzing (compare, differentiate, examine, and test.), evaluating (value, argue, judge, and defend), and creating (design, develop, and construct). The learning objectives are consistently presented in sequence, beginning with the easiest and progressing to the most difficult. This part of the learning goals attempts to provide guidance to teachers on what students should achieve at the end of the unit.

The section after the learning goals is called brainstorming. This section provides students with the opportunity to tune in to the materials. Before delivering the material, this textbook uses brainstorming as the initial stage in the learning process. The purpose of brainstorming is to expose pupils to the topics they will be learning. The brainstorming is given in light portions like exposing pictures, games, songs, and questions to get students ready to accept the materials. This is also the chance for teachers to dig students' prior or background knowledge on the topic to be discussed.

The materials section is the next section provided in the textbook. It is to provide students with materials that they learn in the particular unit. The materials section for grade 1-2 provide vocabulary and expression used in the topics discussed in that unit. This is because students at grade 1-2 are categorized as very young learners who are still in the progress to learn reading and writing in their native language. To read and write in English at their age seems burdening and results in confusion when learning English with such an arbitrary language compared to Bahasa Indonesia. Thus, the materials section in the textbook for grade 1-2 presents vocabulary, expression and listening to give students language input prior to their productive skill which is speaking. For 3rd graders, they are categorized as the transition from very young learners to young learners. Therefore, the materials of the textbook for grade 3 starts to deliver short reading text in addition to vocabulary, expression and listening. And textbook for grade 4-6, the materials are quite complete from listening to longer reading text. This is due to the fact that students at that age are quite ready with reading and writing in other languages because they have achieved learning reading and writing in their native language. In this materials section, students are given materials as their input and exposure to give them knowledge on the topic they are going to discuss in that unit. By having the input, students are expected to be ready to use the language in the next section.

The following section is about student activities. All activities that take place in the classroom during the learning process that result in a behavior that affects student learning outcomes. In other words, students must be active in capturing/receiving subject matter by being active during the learning process, actively reading when permitted to read, actively raising their hands when the teacher asks questions, actively expressing opinions when permitted to express opinions, and actively asking questions when permitted to

ask. Students are able to recall and memorize the material and attain the learning objectives in each chapter by participating in student activities. Students' activities include listening, writing, reading, and speaking abilities. The activities themselves are quite varied in range, like singing, gaming, performing conversation, writing letters, doing exercises, and many more. These various activities give students opportunities to demonstrate language use as well as experience learning in enjoyable vibes.

Following the materials section, there is an evaluation section. The assessment is designed to assess students' understanding of each topic and it is conducted at the end of the unit. In this textbook, evaluation is also used to enhance the quality of the process and learning outcomes in measuring students' development and abilities after they have completed the entire learning process on each underlying ability. The questions in the evaluation section are divided into three to four sections, each with a different type of question, like multiple choice questions, matching, short answers, problem solving, arranging letters and words, completing sentences, drawing and coloring. This evaluation part completes the textbook by providing teachers with feedback on whether the teaching procedure is successful in assisting students to accomplish the learning target. Furthermore, it serves as a measure for students to see if they truly understand the contents being taught.

TABLE 1| Topics and local culture distribution in Among Tani English Textbook

Unit	1st GRADE		2nd GRADE		3rd GRADE	
	Topic	Local Culture	Topic	Local Culture	Topic	Local Culture
Unit 1	Introduction	Introduction in Indonesian context	Profession at School	Job around schools in Indonesia	In the Garden	Plants and animals seen around the students' garden
Unit 2	Hobbies	Hobbies around the students	In the Playground	Games in Indonesian playground	My Gadget	Electronics devices often used in Indonesia
Unit 3	My Head	-	Daily Activity	Students' daily activities in Indonesia	How is the weather?	Weather and season in Indonesia
Unit 4	Family	Name used is Indonesian names	Things in the Classroom	Objects commonly found in Indonesian classrooms	Things in My House	The kinds of things that are usually in students' house
Unit 5	My House	Rooms in Indonesian House	My Body	-	My Hobby is Playing Kite	The kinds of traditional games in Indonesia
Unit 6	Stationary	Stationery around students	Season in Indonesia	Natural tourist attractions near the student's residence	Peace and Friendship	Asking and giving help expression based on Indonesia politeness
Unit 7	Pets	Pets in Indonesia	Natural Recreational Places	Wild animals in Indonesia	Save Energy	The kinds of energy source that is usually used in students' daily activity
Unit 8	Rainbow	Colors around the classroom	Wild Animals	Traditional and modern transportation in Indonesia	My Earth	-

Local Culture Integration

This textbook's coverage of local culture is based on the environment surrounding students in order to develop students' cognition, character education, teach students to face threats from outside, and provide students with an overview of community life. Local culture can also serve as a foundation for further education, a foundation for life, and a bridge for future generations to preserve society's existing culture. The local culture is integrated to all units in all levels. The distribution of local culture integration is presented in table 1. The local culture to be included in "Among Tani" Textbook is using the local culture in Indonesia and to be specific in Batu. The local culture integration in the textbook is intended to give students comfortable learning by providing the context that they know.

The local culture integration is varied. The researchers used Indonesian names for the characters used in the textbook, traditional games, and vocabulary selected which are close to their life. Not only in vocabulary selection, but local culture integration is also depicted in the text given in the textbook. The text primarily informs students on the setting with which they are familiar. Local culture is integrated mostly to all topics in the textbook and explored in detail, such as foods and beverages (gado-gado, sate, apple chips, rawon, etc.), natural tourist attraction (Coban Rondo waterfall, Selorejo dam, Brantas river, Panderman mountain, etc.), heroes in Indonesia (Cut Nya' Dien, Imam Bonjol, Kartini, Diponegoro, etc), folktale in Indonesia (the legend of Malin Kundang, the Legend of Sura and Baya, the Origin of Songgoriti Temple), and many more. By integrating local culture, the aim is to provide pupils with familiarity, which will help them engage with the content and feel less intimidated when learning a new language. Furthermore, the integration of local culture helps students understand their roots and establish their identity.

Discussions

Textbooks play a great deal in the teaching and learning process in the sense of providing materials. They serve as the foundation for most of the language input that students receive as well as the language practice that takes place in the classroom (Richards, 2001). Further, Richards elaborates that textbooks may not only serve to complement the instructor's instruction, but they may also be the primary form of contact they have with the language aside from the input supplied by the teacher. In this sense, the sections (learning objectives, brainstorming, materials, students' activities, evaluation) presented in Among Tani English are considered to be sufficient to meet its purpose as a guideline to provide input and teaching activities to assist students enhance their English proficiency. In addition, Textbooks are educational tools that include well-organized content and subject matter in written form and make a significant contribution to the learning process (Yulianti, 2015) which aim to improve students' knowledge and experience during

the learning processes. Ayu (2020) adds that the textbook role is to provide a framework for the teacher to adapt to the curriculum used and helps guide teaching by including examples and various exercises following the material being taught. Therefore, "Among Tani" English textbook is designed in accordance with the thematic-based curriculum for primary school, as mentioned in Curriculum 2013. Aside from assisting teachers in adapting to the curriculum, the topics chosen assist students in relating to other disciplines by having a comparable variety of themes to be covered. This also provides pupils, particularly young learners, with materials that they are acquainted with, making the experience of learning a new language less overwhelming.

The implication of teaching first-time English learners, particularly primary school students, must begin with aspects relating to their life surroundings and background culture. Learning English is something many young learners are unfamiliar with; thus, local culture integration attempts to provide students with materials that are relevant to their daily lives to get them familiar and engaged in the process of learning English. Local culture integration supporting the 1994 National Curriculum places emphasis on Indonesian culture. In this research, developing textbook for primary students is considered beneficial since including local culture does not only make students learn English easily because the materials and activities are familiar with their daily lives such as traditional games, traditional transportation, local food, and local recreational places, but it also makes the learners aware of their own culture. The notion of their own culture and what is recognizable to them should be conveyed to the learners initially throughout the adaptation process. The target culture might be introduced later, when they have established their own culture and identity. Learners from expanding circle countries such as Indonesia find it difficult making use of them on account of their irrelevance to their own culture.

Furthermore, Students can learn values that are relevant to their lives by immersing themselves in local culture. Local culture can assist students in developing their own meaning in the learning language (Dewi et al., 2022) and in developing a sense of responsibility for their own culture (Shresta, 2016). The inclusion of local culture in this textbook is intended to raise students' awareness of the culture around them. According to Ratri and Puspitasari (2019), English books that are integrated with local values are expected to help children learn English while getting local values and increase their sense of nationalism. Puspitasari et al. (2021) further asserts that English learning materials provide examples and provide opportunities for students to explore more profound knowledge and skills, not only through theory alone. It may also allow students in their stage of growth to develop their strong character. It assists students in understanding the context of the English lesson being discussed while also introducing them to some of the cultures around them, specifically Indonesian culture.

CONCLUSION

The importance of textbook as materials providers for the teaching and learning has become the spotlight that the content of which has driven materials developers and researchers to come up with many ideas for the best one. In terms of ELT instructional materials, there have been quite a major shift in the latest fashion in the integration of local culture into the instructional material for the teaching of English for Young Learners. This research has indicated that the inclusion of local culture is plausible. English primary school textbooks for grade 1-6 have been created. The textbooks developers have successfully managed to insert local culture that matches with the main topic being presented in each unit. The local cultured insertion comes not only in the form of pictures, but also in the selection of diction and the text. The local culture contained in the textbook has been designed to improve student's cognition, character education and overview of the community where they live in. The textbooks have been tried out and are ready to use in the real classroom setting. Further, students' views on the use of textbook need to be investigated for the betterment of the products.

ACKNOWLEDGEMENTS

The research project was funded by Lembaga Penelitian dan Pengabdian kepada Masyarakat Penerimaan Negara Bukan Pajak (PNBP) Universitas Brawijaya, Malang, Indonesia. The researchers would like to thank Ayu Chandra Astari, M.Pd from SDN Oro-Ombo 2 Batu for her contributions as her experts in the study.

REFERENCES

- Albantani, A. M., & Madkur, A. (2018). Think globally, act locally: the strategy of incorporating local wisdom in foreign language teaching in Indonesia. *International Journal of Applied Linguistics and English Literature*, 7(2), 1-8. <https://doi.org/10.7575/aiac.ijalel.v.7n.2p.1>
- Anggraini, C. C. D., Murwaningsih, T., & Winarni, R. (2018). Development of materials are based on character values to improve intensive reading skill students for class III in elementary school. *International Journal of Multicultural and Multireligious Understanding*, 5(2), 118. <https://doi.org/10.18415/ijmmu.v5i2.131>
- Ayu, M. (2020). Evaluation cultural content on English textbook used by EFL students in Indonesia. *JET (Journal of English Teaching)*, 6(3), 183-192. <https://doi.org/10.33541/jet.v6i3.1925>
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *Studies in English Language and Education*, 8(2), 596-621. <https://doi.org/10.24815/siele.v8i2.18562>
- Borg, W. R., & Gall, M. D. (1989). *Educational research: An introduction*. Longman.
- Canh, L. V. (2018). A critical analysis of moral values in Vietnam-produced EFL textbooks for upper secondary schools. In *Situating moral and cultural values in ELT materials* (pp. 111-129). Springer, Cham. https://doi.org/10.1007/978-3-319-63677-1_7
- Chinh, N. D. (2013). Cultural Diversity in English Language Teaching: *Learners' Voices*. *English Language Teaching*, 6(4), 1-7. <https://doi.org/10.5539/elt.v6n4p1>
- Departemen Pendidikan Nasional. (2016). Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 22 Tentang Standar Proses Pendidikan Dasar dan Menengah [Ministry of National Education Regulation No. 22 Concerning Primary and Secondary Education Process Standards]. Jakarta: Depdiknas.
- Dewi, I. P., Sudana, D., & Muslim, A. B. (2022). Exploring EIL on novice teachers: The inclusion of local culture-based teaching materials. *Journal of English Language Studies*, 7(1), 60-77. <http://dx.doi.org/10.30870/jels.v7i1.14050>
- Foley, J., & Thompson, L. (2017). *Language learning: A lifelong process*. Routledge. <https://doi.org/10.4324/9781315824789>
- Intani, E. N. (2012). Developing modified Indonesian children song lyrics to teach vocabulary to elementary school third graders. *English Education Journal*, 2(2). <https://journal.unnes.ac.id/sju/index.php/eej/article/view/680>
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 54(4), 328-334. <https://doi.org/10.1093/elt/54.4.328>
- Kanoksilapatham, B. (2015). Developing young learners' local culture awareness and global English: Integrated instruction. *International Journal of Information and Education Technology*, 5(9), 676-682. <https://doi.org/10.7763/ijiet.2015.v5.591>
- Kanoksilapatham, B. (2016). Promoting global English while forging young northeastern Thai learners' identity. *3L the Southeast Asian Journal of English Language Studies*, 22(3), 127-140. <https://doi.org/10.17576/3l-2016-2203-09>
- Kanoksilapatham, B. (2020). Local culture preservation through southern Thainess-based English lessons. *KEMANUSIAAN the Asian Journal of Humanities*, 27(2), 179-199. <https://doi.org/10.21315/kajh2020.27.2.10>
- Kanoksilapatham, B., & Channuan, P. (2018). EFL learners' and teachers' positive attitudes towards local community-based instruction. *Indonesian Journal of Applied Linguistics*, 7(3), 504. <https://doi.org/10.17509/ijal.v7i3.9790>
- Kanoksilapatham, B., & Suranakkharin, T. (2018). Celebrating local, going global: Use of northern Thainess-based English lessons. *Journal of Asia TEFL*, 15(2), 292-309. <https://doi.org/10.18823/asiatefl.2018.15.2.3.292>
- Khan, I. A. (2016). Local culture in the foreign language classrooms: An exploratory study of teacher's

- preparedness in Saudi Arabia. *International Journal of Sciences: Basic and Applied Research*, 25(1), 99- 122.
- Khan, I. A. (2014). Teachers' perceptions of the significance of local culture in foreign language learning. *Journal of English Language and Literature*, 1(3), 65. <https://doi.org/10.17722/jell.v1i3.41>
- Kirkpatrick, A. (2007). Teaching English across cultures: What do English language teachers need to know to know how to teach English? *English Australia Journal*, 23(2), 20–36.
- Kramsch, C., & Hoene, L. V. (2001). Cross-cultural excursions: Foreign language study. *Multilingualism, second language learning and gender*, 6, 283. <https://doi.org/10.1515/9783110889406.283>
- Kristiawan, D. Y. (2012). Situating local culture in ELT material design in the Indonesian EFL context. *The English Teacher*, 46(2), 174-184.
- Mumpuni, K. E. (2013). *Potensi pendidikan keunggulan lokal berbasis karakter dalam pembelajaran biologi di Indonesia* [The potential for character-based local excellence education in biology learning in Indonesia]. *Prosiding Seminar Biologi*, 10(2). <https://jurnal.fkip.uns.ac.id/index.php/prosbio/article/view/3137>
- Nambiar, R. M. K., Hashim, R. S., Yasin, R. M. (2018). Impact of integrating local culture into language materials on communicative ability of Malaysian lower secondary learners. *3L: Language, Linguistics, Literature*, 24(4), 13 – 26. <https://doi.org/10.17576/3l-2018-2404-02>
- Nomnian, S. (2013). Thai cultural aspects in English language textbooks in a Thai secondary school. *Veridian eJournal*, 6 (4), 13-30.
- Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology*, 49, 140–150. <https://doi.org/10.1016/j.cedpsych.2017.01.010>
- Pinter, A. (2011). *Children learning second languages*. New York: Palgrave Macmillan. <https://doi.org/10.1057/9780230302297>
- Prastiwi, Y. (2013). Transmitting local cultural knowledge through English as foreign language (EFL) learning as a means of fostering “unity in diversity.” *Academic Journal of Interdisciplinary Studies*, 2(3), 507-513. <https://doi.org/10.5901/ajis.2013.v2n3p507>
- Puspitasari, I., Ratri, D. P., Tyas, P. A. (2021). Teachers' feedback on English syllabus with local values for elementary students. *LLT Journal: A Journal on Language and Language Teaching*. Retrieved from <https://www.eournal.usd.ac.id/index.php/LLT/article/view/2697>
- Rachmajanti, S. (2008). Impact of English instruction at the elementary schools on the students' achievement of English at the lower secondary school. *TEFLIN Journal*, 19 (2), 160-185.
- Ratri, D.P., & Puspitasari, I., (2019). *Pemetaan Kearifan Lokal untuk Buku Ajar Bahasa Inggris untuk Sekolah Dasar* [Unpublished Research]. Universitas Brawijaya
- Ratri, D. P., & Puspitasari, I. (2019). Need analysis for developing course book for English for elementary school students with local-content values. *IJEE (Indonesian Journal of English Education)*, 6(1), 1–9. <https://doi.org/10.15408/ijee.v6i1.9908>
- Richards, J. C. (2001). *The role of textbooks in a language program*. RELC Guidelines, 23(2), 12-16. Retrieved from professorjackrichards.com
- Risager, K. (2007). *Language and Culture Pedagogy*. Multilingual Matters. <https://doi.org/10.21832/9781853599613>
- Rowell, J., Sztainbok, V., & Blaney, J. (2007). Losing strangeness: Using culture to mediate ESL teaching. *Language, Culture and Curriculum*, 20(2), 140–154. <https://doi.org/10.2167/lcc331.0>
- Royani, M. (2013). The use of local culture texts for enthusiastic English reading teaching. *The International Journal of Social Sciences*, 7(1), 130-135.
- Ruyadi, Y., & Si, M. (2010, November). *Model pendidikan karakter berbasis kearifan budaya lokal (penelitian terhadap masyarakat adat kampung benda kerep Cirebon provinsi jawa barat untuk pengembangan pendidikan karakter di sekolah* [Character education based on local cultural wisdom model (research on indigenous peoples in the village of Benda Kerep, Cirebon, West Java province for the development of character education in schools)]. In *Proceedings of the 4th International Conference on Teacher Education* (pp. 577-595).
- Saraswati, G. P. D., Hartoyo, & Fadwati, A. (2018). The role of local culture in English speaking classes. *Journal: A Journal on Language and Language Teaching*, 21(2), 183–190. <https://doi.org/10.24071/ilt.v21i2.934>
- Sutarsyah, C. (2017). Pembelajaran Bahasa Inggris sebagai Muatan Lokal pada Sekolah Dasar di Propinsi Lampung [Learning English as Local Content in Elementary Schools in Lampung Province]. *AKSARA Jurnal Bahasa dan Sastra*, 18 (1), 35 - 43.
- Utari, U., Degeng, I. N. S., & Akbar, S. (2016). Pembelajaran Tematik Berbasis Kearifan Lokal Di Sekolah Dasar Dalam Menghadapi Masyarakat Ekonomi Asean (MEA) [Thematic Learning Based on Local Wisdom in Elementary Schools in Facing the Asean Economic Community (MEA)]. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 1(1), 39–44. <https://doi.org/10.17977/um022v1i12016p039>
- Widodo, H. P., Perfecto, M. R., Canh, L. V., & Buripakdi, A. (2018). Situating moral and cultural values in ELT materials. In H. P. Widodo, M. R. Perfecto, L. Van Canh, & A. Buripakdi (Eds.), *English Language Education*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-63677-1>
- Xiong, T. (2012). Essence or practice? Conflicting cultural values in Chinese EFL textbooks: a discourse approach. *Discourse: Studies in the Cultural Politics of Education*, 33(4), 499–516.

<https://doi.org/10.1080/01596306.2012.692958>

- Yektingtyas, W., & Br.Ginting, J. P. (2020). Utilizing Sentani folktales to teach speaking for children of communal agents in Jayapura regency, Papua. *JOALL (Journal of Applied Linguistics & Literature)*, 5(2), 255–270. <https://doi.org/10.33369/joall.v5i2.11554>
- Yulianti, K. (2015). The new curriculum implementation in Indonesia: A study in two primary schools. *Journal of Education and Practice*, 6(12), 106-112.

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © 2022 Devinta Puspita Ratri,1 Peptia Asrining Tyas,2. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.