



# The Integration and Development of EFL Classroom Materials Based on Local Culture: A Systematic Literature Review

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## ABSTRAK

Tinjauan pustaka ini berfokus pada kajian tentang urgensi pengintegrasian dan pengembangan materi berbasis budaya lokal di kelas Bahasa Asing Inggris (EFL). Tujuan dari penelitian ini adalah untuk menganalisis informasi tentang urgensi pengintegrasian dan pengembangan materi berbasis budaya lokal di kelas EFL dan mengetahui strategi pembelajaran bahasa Inggris beserta konten berbasis budaya lokal. Penelitian ini merupakan tinjauan menyeluruh terhadap literatur, yang mengasimilasi langkah-langkah kualitatif dan kuantitatif. Pedoman Item Pelaporan Pilihan untuk Tinjauan Sistematis dan Analisis Meta (PRISMA) digunakan dalam tinjauan literatur ini. Hal ini mengulas berbagai aspek, seperti analisis kebutuhan integrasi budaya lokal dalam EFL, berbagai kajian pengembangan materi budaya lokal dalam beberapa keterampilan bahasa Inggris, dan mempelajari dampak pengembangan materi berbasis budaya lokal di kelas EFL Indonesia. Analisis komprehensif menyeluruh dilakukan dengan menganalisis sepuluh artikel yang ditemukan baik dari jurnal bereputasi nasional maupun internasional. Hasil penelitian menunjukkan bahwa terdapat evaluasi terhadap perlunya integrasi dan pengembangan kelas EFL berbasis materi lokal, dilanjutkan dengan pengembangan materi, dan investigasi terhadap keefektifan materi yang dikembangkan sebagai evaluasi lebih lanjut.

## ABSTRACT

This literature review focuses on the studies of the urgency of integrating and developing local culture-based material in English Foreign Language (EFL) classroom. The purpose of this study is to analyze information on the urgency of integrating and developing the local culture-based material in EFL classroom and find out the strategy of learning English along with local culture-based content. This study was a thorough review of the literature, assimilating both qualitative and quantitative steps. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Guidelines was used in this literature review. It reviews various aspects, such as the need analysis of local culture integration in EFL, various studies on developing local culture materials in some English language skills, and studying the impacts of developing local culture-based materials in Indonesian EFL classroom. A thorough comprehensive analysis was done by analyzing ten articles found both from national and international reputable journal. The result of the study showed that there is an evaluation on the need of the integration and development of EFL classroom based on local material, followed by developing the materials, and investigation toward the effectiveness of the material developed as further evaluation.

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## 1. INTRODUCTION

Culture is a key factor in foreign language learning. When the contents are directly tied to the learners' real life, meaningful teaching and learning can be achieved (Asi et al., 2022; Naeini, 2011). Culture and language are intrinsically intertwined, and language is often deeply rooted in the culture it represents. Many researchers discussed the issue of integrating culture in language pedagogy. The result of their studies provides English teachers include local culture into their classes in order to keep students' attention in eliminating their hard feeling during studying the two elements of foreign language. Previous study have asserted that the closer the materials to the students' culture, the more interested were the topics to discuss by the students (Estuarso, D. Yazid Basthomi, 2017). Other study have discovered the local content for which its elements function as bridges in learning foreign languages (Aminullah et al., 2019). In this reason, English has been used in the communication between non-native speakers of English with diverse culture. By introducing learners to learn English with their own culture, teachers can help learners understanding their culture and to ensure that they can use English in order to share their culture to the world (Afzal, 2019; Payant, 2014). Thus, it is imperative to consider the cultural dimension when developing EFL materials. By integrating local culture elements into the curriculum, educators can create a more meaningful and engaging language learning experience (Harisantoso et al., 2020; Sindiani et al.,

2020). These culture-based materials can serve as bridge between the abstract concepts of language and the students' live experiences, making language acquisition more accessible and relatable.

During the last few decades, the local-content based materials development in English language teaching provides fruitful and beneficial effect to enhance student's English language skills, both in receptive and productive achievement. The use of local culture will offer familiarity that will eventually support learners to achieve better in comprehend and enhance their performance during English learning (Fuad et al., 2020; U. Khasanah et al., 2021). Other study stated that introducing EFL classroom materials based on local culture have become potential to help learners in preparing their cultural background or identity improvement on the nationalism awareness while learning foreign culture in EFL classroom (Sudartini, 2012).

Moreover, a study on content and language integrated learning (CLIL) by adopting local culture provided significance influence on students' content and language learning (Juyoun & Kim, 2016; Martí et al., 2022). The insertion of local culture in content knowledge of CLIL guides learners' attention and interest from the language forms toward their communicative skills. Numerous extensive studies have been carried out to investigate the effectiveness of local culture based-materials in EFL classroom (Deswila et al., 2020; Lasagabaster, 2011). This study focuses on the need analysis of local culture integration, development of local culture, and describing the effect of leveraging local culture in EFL classroom.

This present study serves a comprehensive literature review. It intends to fill research gaps on the usefulness of local culture-based materials. The analysis and syntheses of the information from the research articles on the integration and development EFL classroom materials based on local culture that published within five years (2019 up to 2023). The aims of this study is to analyze information on the urgency of integrating and developing the local culture-based material in EFL classroom and find out the strategy of learning English along with local culture-based content. The novelty of this study is integration of local culture EFL classroom material.

## 2. METHOD

Literature review is administered for various purposes by researcher. It supports the researcher in identifying various possible areas of relevant research and varied gaps for conducting future research. This study was a thorough review of the literature, assimilating both qualitative and quantitative steps. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Guidelines was used in this literature review (Page et al., 2021). Some procedures in examining and assessing publications, including identification, screening, and analyses phases of eligibility and exclusion were done extensively in order to get the specific data. In this study, PRISMA was employed to set eligibility criteria, gather data, outline data specifications, and identify the resources information, and provide the results.

The collection of articles in this systematic review were derived from the Scholar Google database via *Publish or Perish* tool using certain associated keywords. The keywords were "The local culture-based materials in EFL classroom". There were 200 items were obtained through the database search method. The researcher then, established the inclusion and exclusion criteria in order to screen the very relevant publications that match to the study. Figure 1 depicts the process searching and selecting graphically, and Table 1.

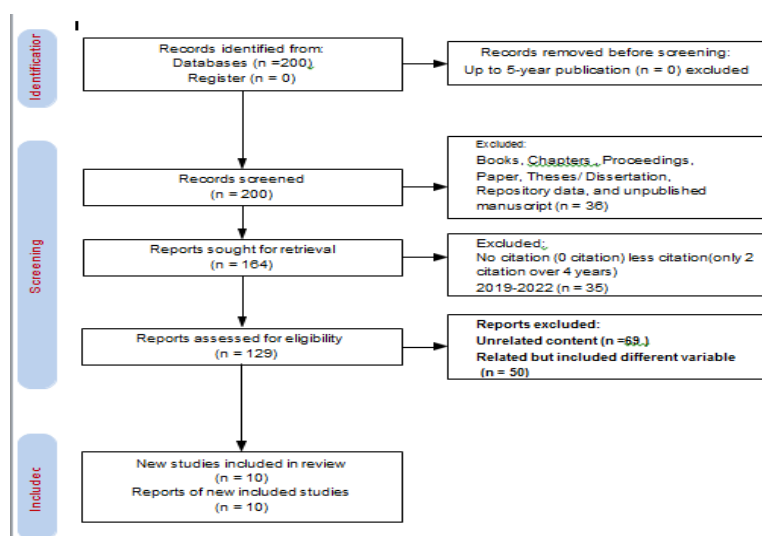


Figure 1. The Visualization of Searching, and Electing Proses

**Table 1.** Criteria of Eligibility

Criteria for Inclusion	Criteria for Exclusion
1. The years of publication involved latest 5 years (2019-2023)	1. Up to 5-year publication
2. Only journal articles were chosen	2. Books, chapters, proceedings, paper, theses or dissertation, repository data, and unpublished manuscript.
3. The need analysis of local content-based materials integration in English Foreign Language (EFL)	3. No citation/ less citation over 4 years (2019-2022)
4. The development of local based materials in improving the English language skills and;	4. Unrelated variables to the study
5. The impacts of the use of local-based culture	5. Related but included different variable of the study

In order to search the sample papers related to the topic of literature review, the researcher used “local culture materials integration in EFL classroom” as the specific term in obtaining related articles. Multiple levels of screening have been carried out in accordance with tight qualifying standards. The first criterion considered time, requiring that only items of database published within five years, from 2019 to 2023, be considered.

Hence, there is no exclusion for data published in the rate of time over five years. It was still on 200 items including book, book chapters, proceeding, articles, unpublished papers, theses or dissertations, unpublished manuscript, and repository data of on-line library. Then, the second phase is of screening was the verification of the selected papers. Here, only articles that have been published in reputable national and international journal. In this phase, the researcher was carefully reviewed the titles and abstracts from the Publish or Perish tool to guarantee that no empirical research-based items, such as books, chapters, proceedings, and manuscripts, were excluded. This led to the exclusion of 36 irrelevant files. Then it led to 164 articles.

After that, the exclusion of the articles with no or less citation over 4 year (2019-2022) is done and led to the 35 items were excluded. Then, the remaining 129 articles were redeemed for a thorough review based on the next eligibility criteria. The exclusion process was only underpinned by two major criteria, namely the unrelated data and related but included different variables. There were 69 irrelevant articles, and there are also 50 relevant articles, but with different variables, and consequently, they were only 10 related articles included and they become the foundation of this study.

### 3. RESULT AND DISCUSSION

#### Result

Based on the preliminary process of data analysis, it can be seen only ten articles included in this study. This study addressed to the issue on the integration and development of EFL classroom materials based on local culture, the needs and its impacts. Based on the tenth articles reviewed, a descriptive study on exploring the local-based integration in speaking skill provides a positive impact to the students’ psychological, such as avoiding nervous, creating a new atmosphere and fun learning, and controlling the emotional experience (Rusdiana et al., 2023; Sari et al., 2023). Besides, a study on local culture integration also improve motivation in learning a new language (Jalaluddin & Jazadi, 2020). Some mix-methods studies revealed the reasons for developing such supplementary reading material by taking into account about Bangka- local culture that match with the English proficiency level of the students as well as the adjustment of local content (Azizah et al., 2020; Hau et al., 2020). Another study found that online cooperative learning combined with local culture- content based aided in boosting students’ reading success and ability to forecast the topic of the text (Darong, 2022). The study on a program for the improvement of English competence was conducted based on emphasized the extent of incorporating local culture into language instruction (Kim et al., 2021; Zaenab et al., 2020). It provides evidence for the success of a program called Your Language My Culture (YLMC) in English competence development and local culture awareness among Malaysian secondary school students.

Furthermore, experimental studies were consistent effect on the integration of EFL classroom based on local culture. Previous study investigated that incorporating local culture-based storybook into curriculum positively impact students’ reading competence (Ratminingsih et al., 2020). Then other study in their study resulted that using locally relevant resources in EFL classroom will increase students’ enthusiasm in learning a foreign language (Ghalebi et al., 2021; Mihira et al., 2021). The quantitative research design conducted by other study found local culture-based curriculum is effective in enhancing English language students’ skill development and confidence, and it may be used as medium to promote EFL students’ language learning (Anhusadar, 2016).

Then qualitative study carried out by other study explained that the elaboration of the needs for integrating local culture and tourism issues in boosting students’ learning and students’ English proficiency through the use of technology based-English content and interactive multimedia (Inderawati, Rita, Ismail Petrus, 2021). They found that the implementation of technology for learning local culture-based content would be more effective. The

study proposes that the interactive multimedia development for teaching descriptive text based on local culture would be beneficial to language instruction and cultural preservation. A detailed examination of current empirical findings can be seen at [Table 2](#).

**Table 2.** An Overview of Articles Related to Integration, and Development of EFL Classroom Materials Based on Local Culture

No.	Authors	Findings	Methods	Limitations
1	(Rahman & Ali, 2022)	- The study showed that there has been a positive impact in students' psychological aspects in which there was an improvement on students' emotion and spirit of learning, like reducing the anxiety in learning, generating emotional experience, and serves a fun learning atmosphere, particularly during the speaking class.	- Descriptive study - Conducted questionnaires, interviews, and observations toward 76 respondents, they were the EFL students at Tomakaka University, West Sulawesi, Indonesia.	- The study only conducted in a single university
2	(Darong, 2022)	- The implementation of cooperative learning in online mode along with local culture-based material was benefit to enhance the achievement of students in reading and improve students' ability in the idea prediction of the text.	- A mixed method study - Posttest-only control group design - The third grade of college students as participants.	- Cannot generalized the result to other language skills - The study only employed posttest-only control group design - The study only concern with teaching and learning and not cover language acquisition.
3	(Alakrash et al., 2021)	- Local culture-based curriculum is successful in improving English language students' skill development and confidence students' language learning.	- Quantitative research design - Employed two questionnaires survey - Within 200 students, 30 teachers and 15 government schools of Iraqi. - Data analysis using SPSS 25.0 software	- The researchers were not utilized the modules as much as they since teachers much more focus on adopting textbook to fulfill the curriculum of the school.
4	(Azizah et al., 2020)	- This study provides the needs of developing descriptive reading as supplementary materials through the integration of Bangka local cultures and adjust content based on the students' English proficiency and support the students' content subject.	- A Mix-Method study	- The study was conducted in a single school - The sample size was relatively small - The study did not explore other aspects of language, since it only focus on

No.	Authors	Findings	Methods	Limitations
5	(Elviana et al., 2020)	<ul style="list-style-type: none"> <li>- The study provides the development of descriptive text based on local culture using interactive multimedia would be effective to language education and the preservation of the culture</li> </ul>	<ul style="list-style-type: none"> <li>- Research and Development (R&amp;D) Approach using ADDIE design</li> </ul>	<ul style="list-style-type: none"> <li>- local culture of Bangka island.</li> <li>- The study was conducted only in one school and no inclusion of control group</li> <li>- The study did not assess the long-term effect of using the interactive multimedia developed on the students' achievement and motivation</li> <li>- The modules were not extensively employ during the study, since teachers were more focused on using textbook prepared by school to prepare the students for their final examination.</li> </ul>
6	(Nambiar et al., 2020)	<ul style="list-style-type: none"> <li>- The research highlight on the important of integrating local content in learning English and it provides evidence for the effectiveness of Your Language My Culture (YLMC) program in promoting English competence and local culture awareness among secondary school in Malaysia.</li> </ul>	<ul style="list-style-type: none"> <li>- A Mix-methods approach</li> </ul>	<ul style="list-style-type: none"> <li>- The limited sample size, and the findings are specific to sixth grade students, and the study did not explore the long term effects of using local culture storybooks on students' reading competence.</li> <li>- The results of the study cannot be generalized to a broader population, since the study only focus on students from SMK Negeri 3 in Palembang.</li> </ul>
7	(Ratminingsih et al., 2020)	<ul style="list-style-type: none"> <li>- The study provides an evidence that incorporating local culture-based storybook into the curriculum can positively impact students' reading competence, particularly in terms of visualization and comprehension of the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Experimental research design</li> </ul>	<ul style="list-style-type: none"> <li>- The results of the study cannot be generalized to a broader population, since the study only focus on students from SMK Negeri 3 in Palembang.</li> </ul>
8	(Oktarina et al., 2022)	<ul style="list-style-type: none"> <li>- The study provides evidence on the necessity of developing materials for reading by incorporating students' local culture that match with their reading level and content subject.</li> </ul>	<ul style="list-style-type: none"> <li>- A Mix-Method approach</li> </ul>	<ul style="list-style-type: none"> <li>- A need review must be conducted to acquire a wealth</li> </ul>
9	(Inderawati, Rita, Ismail Petrus, 2021)	<ul style="list-style-type: none"> <li>- The study elaborate the need analysis on the integration of local culture and tourism topics in enhancing students learning and improving students English proficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Qualitative approach</li> </ul>	<ul style="list-style-type: none"> <li>- A need review must be conducted to acquire a wealth</li> </ul>

No.	Authors	Findings	Methods	Limitations
		through the involvement of technology-based English content and interactive multimedia.		information about the students' needs, interest, academic shortcomings, and students' learning style.
10	(Gulzhakhan Tazhitova, Dina Kurmanayep a, Kamaryash Kalkeeva, Jannat Sagimbayev a, 2022)	- The use of relevance local materials in EFL classes will improve the students' motivation in learning foreign language	- Experimental study	- The study provides no discussion and conclusion section.

### *The Urgency of Integrating and Developing Local Culture-Based Material in Indonesian EFL Classroom*

The data exhibits that integrating and developing local *culture*-based material is underpinned by the important of English in the 21st century in which Indonesia is one of a vital member of global community. Preparing great human resources in order to support this role has become a must. Teachers must overcome a variety of hurdles, which are becoming increasingly difficult in this technology day. Since English is taught from the very primary up to tertiary level in Indonesia, teachers are encouraged to teach students in numerous ways adjusting the level, and also depending on the major of the students (Inderawati, Rita, Ismail Petrus, 2021; Oktarina et al., 2022).

The urgency of integrating and developing EFL classroom materials based on local culture followed by *UU Sisdiknas* 'Constitution of National Education System' No.20 the year 2003, article 36 has mentioned that organizing idea for curriculum should take into account at least three components: a) National standardized education; b) diversity of educational opportunities the levels, the students, and the potential local areas, and c) should be in the framework of *Negara Kesatuan Republik Indonesia* "Unitary State of the Republic of Indonesia" by focusing on character development, increasing students' understanding of national unity, national values, and local development in order to face the global progress. English now considered as an international language and has been used in the communication between non-native speakers of English with diverse culture into the teaching and learning of English in EFL context, teachers can help learners understand their own culture introduced in English to ensure that they can use English to share their culture.

### *Learning Strategies that Provides for Local Culture-Based Material Implementation in Indonesian EFL Classroom Today*

The challenge for teachers today is to equip learners to study, live and flourish in the 21<sup>st</sup> century learning world's dynamic, congested, and chaotic information environment. Rapid advancement in technology and science is a feature of the globalized era. To meet the objectives of the industry in 4.0 era and entering the society 5.0 era, it is necessary to examine the learning mode, such as the traditional classroom learning and social and also virtual forms of learning (Nastiti et al., 2022; Wahyuni et al., 2022). It is, therefore, there is no other choice of teachers to always update their knowledge on technology advancement and employ it along with the local culture-based materials, to fulfill the students' needs and create a good learning atmosphere. Instead, the use of teaching and learning, such as cooperative learning (Damini, 2014; Elviana et al., 2020), project-based learning, problem based learning and many others are also important to employ in Indonesian EFL classroom today.

### **Discussion**

This study reviewed ten articles related to the integration and development of EFL classroom materials based on local culture. There are three points highlighted from these ten articles, namely, the important to conduct needs analysis of integrating and developing local culture-based contents, the development of local-content in some English skills, and their impacts toward the students (Fatimah & Santiana, 2017; Putri & Sari, 2020).

The importance of conducting needs analysis of integrating and developing local culture-based materials is a need evaluation in order to understand the needs of the students, students' characteristics, interests, academic deficiencies, and preferred learning styles. This type of information can be used to create well-founded materials

for learning (A. N. Khasanah et al., 2017; Pradana et al., 2021). These need evaluations demonstrate the importance and inevitability of examining the need to organize the teaching activity, design texts or build instructional resources. The need analysis could identify the problem of the students', the information or skills required or the instructional technique to be used in EFL classroom (Cookson & Stirk, 2019; Hakim, 2021).

The incorporation of local culture in language learning has become prominent. Numerous studies on developing local culture-based materials and English skills from elementary school up to tertiary level have been conducted by many researchers currently. Based on the results on reviewing some articles related to local culture development, it provides some information and consideration for developing English material- local-based materials that involving the English language skills. Previous study developed local-culture based materials in EFL curriculum for the sake of development of English language skills and confidence (Bystrova, 2020). Other study developed local-based materials of Palembang culture that support writing skill through employing interactive multimedia for writing descriptive text (Susilawati et al., 2016). Moreover, other study found that students actively took part in conversation and discussion with culturally familiar reading materials (Anggeraini, 2018; Nasir, 2020). The integration of local-based material through on line learning mode employing cooperative learning enhances students' achievement in reading (Ahdhianto et al., 2020; Darong, 2022). Then, utilizing local culture in developing descriptive reading material in EFL classes has been explored by study on the other hand, interactive multimedia along with local culture in teaching reading comprehension through descriptive and narrative text have been developed (Azizah, N., Inderawati, R., & Vianty, 2021; Elviana et al., 2020; Setiawan & Samaya, 2021). Other study noted the development of local culture-based materials in speaking skill (Pratiwi, 2016). They found the use of local culture-based material psychologically help students to reduce the anxiety in learning, to generate emotional experience, and to create fun learning atmosphere particularly during the speaking class.

The local content-based integration of the material and development in EFL classroom has been believed to bring positive impact for learners. Some fruitful and beneficial effects on the development of students' English proficiency level were achieved by students after learning English along with the integration of local culture-content. (Nambiar et al., 2020; Ratminingsih et al., 2020). The integration and development of local culture-based content has been proved to give the advantages for the learners (Setiawan & Samaya, 2021; Wahyuni et al., 2022). The effectiveness mostly found in learning speaking, reading and writing. Besides, the presence of EFL classroom material based on local culture also gives potential effects on students' psychological during learning and their self-efficacy in learning.

It means that, future research on the of local culture-based materials effectiveness that supports listening skills and other language component such as vocabulary, pronunciation and translation that consider the use of technology based are need to be explored in order to enrich the effectiveness of the integration and development of local culture-based materials in EFL classroom today.

#### 4. CONCLUSION

Based on the discussion on this systematic literature review, it can be drawn a conclusion that in integrating and developing local culture-based material in EFL classroom, there should be firstly administered such need evaluation in order to adjust and take into account in what level, and what content that match with the learners, followed by developing the material and at last examining their effectiveness in the development of students' language competence. According to thorough analysis and syntheses, there has been found a gap for future study. Many studies explained that the integration of local based give potential and positive effect on the students' English language proficiency, but based on the research and experiment conducted by the researchers on integrating local culture-based material are mostly found in the connection of speaking, reading and writing.

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