

Culture-Based Teaching: Integrating Indonesian Culture in English Language Teaching (ELT)

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Abstract

This research describes the integration of Indonesian culture into English Language Teaching (ELT). This research is library research. The analysis shows that integrating Indonesian culture into English learning is crucial supported by the nation's commitment to "Unity in Diversity" and the preservation of cultural richness across all societal sectors including education. This integration deepens students' understanding of English proficiency and Indonesian cultural values. English teachers play a dual role in fostering language acquisition and imparting local cultural insights to cultivate students who appreciate heritage. They can integrate Indonesian culture into ELT including: Firstly, including using Indonesian folk tales, traditional songs, and arts to enhance language skills including vocabulary, grammar, listening, and pronunciation through projects and theater. Analyzing Indonesian films with English subtitles enriches students' cultural comprehension. Secondly, discussions and explorations of Indonesian values and philosophies alongside studies on traditional ceremonies and cuisine, highlight the cultural context within language learning. Practical language skills are honed through everyday use of Indonesian phrases, role simulations in cultural contexts, and integration of Indonesian loanwords into English vocabulary. Thirdly, collaborative projects on cultural festivals, dances, and art exhibitions promote teamwork and deepen cultural understanding through English presentations. Using guest lectures and partnerships with local communities facilitates direct interaction and experiential learning. Fourthly, technology and media are leveraged to explore Indonesian culture in English, using documentaries, social media, podcasts, and student-generated content like podcasts and vlogs to enhance language proficiency and cultural appreciation. Lastly, contextually based evaluations assess students' comprehension of Indonesian culture through simulated interactions, reflective journals, real-life case studies, critical thinking, and practical application of cultural knowledge in English contexts. Integrating Indonesian culture into ELT can enhance language skills across reading, writing, listening, and speaking and develop students' cultural competence. This approach prepares them as culturally sensitive global citizens capable of effective cross-cultural communication and appreciation.

1. Introduction

English today is no longer solely associated with English-speaking communities but has become a shared asset among diverse cultures globally (Harumi, 2002). English has become widely adopted and used as a tool for communication among people from different linguistic and cultural backgrounds worldwide (Fitria, 2022b). As English spreads globally, it adapts and incorporates elements from various cultures and contexts. This means that while English retains its core linguistic structure and vocabulary, its usage and interpretation can vary significantly depending on the cultural context in which it is used.

Culture cannot be separated from learning (Laksana et al., 2021). This refers to the close relationship between culture and the learning process. Culture, in this context, includes the values, norms, and practices that are formed in a group or society. When someone learns, they do not do so in a vacuum, but always within the context of their culture. Culture influences the way we understand the world, the values we hold, and the way we interact with new knowledge. In an educational context, this understanding is important because teachers need to consider students' cultural backgrounds to be effective in teaching. This includes recognition of cultural diversity in the classroom and how this diversity can enrich the learning experience. Thus, culture is not a separate entity from the learning process; rather, culture is an integral part of how we learn, what we learn, and how we apply that knowledge in everyday life.

Language is a part of culture and plays a very important role in the development of the culture (Wang, 2011). Some sociologists consider it as the keystone of culture. They believe, that without

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language, culture would not be available. At the same time, language is influenced and shaped by culture, it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by the English teaching circle. A crucial element of language learning involves understanding the culture associated with that language (Marhamah et al., 2017). The connection between language and culture is inseparable, as language embodies specific cultural identities and reflects the cultural values of its speakers. According to Harumi (2002), language and culture are being reconsidered due to the worldwide proliferation of English as a global lingua franca. The idea suggests that a language is deeply intertwined with the cultural context in which it develops and is used. This relationship implies that understanding a language involves understanding the cultural beliefs, practices, values, and norms of the community that speaks it. English teachers play a vital role in integrating language and culture into their teaching practices, ensuring that these two aspects remain interconnected throughout the language-learning process.

Abusyairi (2013) describes that having good language mastery, especially in communication, is not only focused on linguistic mastery alone but includes a person's mastery of choosing language forms that are appropriate to the context so that understanding of the speaker's culture required in addition to good mastery of one's culture. Culture-based learning is a strategy for creating a learning environment and designing learning experiences that integrate culture as part of the learning process. Culture-based learning is based on the recognition of culture as a fundamental part of education as an expression of the communication of ideas and the development of knowledge using our speaking turns, and how the quality of our voice and physical attitude in speaking uses our speaking turns, and how the quality of our voice and our physical attitude when speaking. Learning English as a foreign language is usually related to learning the culture of the target language (Seftika et al., 2017). When teaching a second or foreign language, teachers often overlook the importance of imparting the cultural aspects inherent in the language. Consequently, learners frequently make common usage errors. Recognizing culture as integral to the learning process, especially in Arabic language education, involves integrating cultural content across several stages: a) development of learning materials, b) thoughtful selection and organization of materials, c) adoption of teaching methods with a cultural focus, and d) assessment strategies.

"Unity in Diversity" is the slogan of the Indonesian nation which reflects, among other things, cultural diversity. The Indonesian government encourages every element of the nation, including educational institutions to preserve local cultural values (Suharto, 2020). So, integrating local culture into the curriculum is considered the right step. Likewise, the English learning curriculum is integrated with local culture as learning any foreign language is not inseparable from the cultural background of the learner. When learning a foreign language, especially English as a second or perhaps third language, it is very important to maintain local wisdom for its continuity (Warmadewi et al., 2021).

Integrating Indonesian culture into English Language Teaching (ELT) enhances English language skills in several ways. Firstly, it provides students with a cultural context that enriches their understanding of how language is used in different settings. For example, learning about Indonesian customs, traditions, and societal norms helps students grasp the nuances of language use in Indonesian contexts. Secondly, cultural integration offers authentic language practice opportunities. Discussing Indonesian cultural topics in English allows students to apply language skills in real-life situations, improving fluency and communication abilities. Thirdly, exploring Indonesian culture in ELT fosters motivation and engagement among students. It makes the learning experience more meaningful and relevant, encouraging active participation and deeper learning. Fourthly, integrating cultural content promotes global citizenship by fostering cultural awareness and empathy. Students gain an appreciation for cultural diversity and learn to communicate effectively across cultural boundaries. Lastly, proficiency in English combined with cultural understanding prepares students for successful communication in international environments, equipping them with valuable skills for global interaction and collaboration.

There are several previous studies related to culture and the English language. Junaidi et al. (2017) explain that culture-based BIPA learning is one of the strategic steps that can be implemented as a strategy to face the AEC. Through culture-based BIPA learning, BIPA students will be closer to and know more about the multiculturalism that exists in Indonesia so this can be an opportunity for us to introduce the richness of the archipelago and Indonesia's unique and diverse local wisdom. Azizah & Surya (2017) explain that elementary school English learning in Yogyakarta lacks cultural integration in its syllabus and lesson plans. Teachers often emphasize noble values through examples, texts, dialogues, and behavioral habits, but cultural elements like artifacts and customs are rarely included. Teachers understand the concept of culture-based assessment but do not use recommended assessment formats due to a lack of guidance and resources such as textbooks and media, and insufficient school budgets for English language learning

support. Kharisma & Arvianto (2019) developed Android applications designed as educational games rooted in local culture to enhance initial reading skills for grade 1 students in elementary schools (SD/MI). Evaluation by experts in Indonesian language learning, learning media, and practitioners affirmed that the developed application was suitable for implementation, achieving a score exceeding 75%. Additionally, a preliminary trial with 28 grade 1 students at MIN Central North Timor demonstrated that the learning application was practical, achieving a score exceeding 85%. Wero et al. (2021) develop and produce multilingual printed teaching materials based on content and local cultural context of the Ngada ethnic group. The result concluded that multilingual teaching materials based on local Ngada ethnic culture for class II elementary school students are suitable and ready to be used. Fitria (2022a) examines how Indonesian local cultures are portrayed in the animated series *Si Aa'* produced by RANS Animation Studio. The findings illustrate that the creator uses animation to highlight and celebrate Indonesian identity by incorporating local cultural elements. Initially, culture-focused animation primarily aimed to preserve Indonesian culture. Manuhutu et al. (2023) determine students' perceptions of the integration of Maluku local wisdom in junior high students' English learning. The findings reveal that the majority of students have a strong ability to grasp new information quickly and proactively by including elements of local wisdom as teaching material for them to learn English in terms of how to make *papeda* (a typical Maluku staple food).

Research on integrating Indonesian culture into English Language Teaching (ELT) highlights various studies emphasizing the importance of cultural elements in enhancing learning experiences and promoting cultural appreciation. Notable studies include Junaidi et al. (2017) on culture-based BIPA learning strategies and Kharisma & Arvianto's (2019) development of culturally rooted educational games. Fitria (2022) explored Indonesian cultural portrayal in animated series, while Manuhutu et al. (2023) investigated students' perceptions of integrating Maluku local wisdom into English learning. Despite these contributions, there is a gap in the literature regarding the comprehensive integration of Indonesian culture into ELT curricula. Further research is needed on effective pedagogical strategies, educator readiness, resource access, and the impact on language proficiency and intercultural competence. Understanding student perspectives in culturally enriched ELT environments is also crucial. Addressing these gaps can enhance ELT practices and inform educational policies to foster sustainable cultural integration, enriching students' educational experiences and appreciation of Indonesia's cultural heritage. This research endeavors to advance our understanding of how Indonesian culture can be effectively integrated into ELT, ultimately enriching students' educational experiences and nurturing a deeper appreciation for Indonesia's diverse cultural heritage.

2. Literature Review

Language is a part of culture and plays a very important role in the development of the culture (Wang, 2011). At the same time, language is influenced and shaped by culture, it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by the English teaching circle. This thesis depicts the relationship between culture and language. As a result, the gap of cultural differences is one of the most important barriers to English teaching and study. Among the students, lacking cultural background knowledge can, to a great extent, hold up the improvement of English teaching and become a noticeable problem. At present, the objective of English teaching has broken free from the traditional listening, speaking, reading, and writing, and the demand for cultural background knowledge in language learning has been gradually concern.

Integration of Indonesian culture or local culture into English Language Teaching (ELT) or local culture-based education embodies an educational approach that integrates indigenous cultural knowledge and values into educational frameworks and practices (Sartika et al., 2024). Students who can be engaged in local culture-based education typically exhibit heightened pride and appreciation for their cultural heritage, which positively influences their motivation to learn and their sense of belonging within their community. Moreover, educational curricula tailored to local needs and potentials promote the application of skills in authentic settings, thereby enhancing the practical relevance of learning outcomes. Furthermore, the implementation of local culture-based education fosters intercultural dialogue enhances tolerance, and promotes intergenerational collaboration, thereby enriching both the learning environment and broader society.

Learning that is based on local culture has the potential to integrate and emphasize local cultural elements into the learning process (Butarbutar et al., 2019). When learning incorporates culture, it can enhance students' appreciation for their local heritage. This suggests that integrating local culture into education has the potential to increase students' interest, enrich their vocabulary, enhance metacognitive

skills, and improve their proficiency in the four basic language skills. They recommend incorporating puzzles based on local culture as a tool to motivate young learners to learn English. This approach allows teachers to assess not only students' enthusiasm for learning English but also their understanding of their cultural background.

Muhammad et al. (2020) build English language learning based on local wisdom to provide students and the community with a way to learn English well, as well as increase the interest of students and the community in language learning based on local wisdom. To implement English learning based on local wisdom can use a three-pattern approach, namely habituation or repetition, sample patterns, and implementation and evaluation patterns. Pharhyuna (2021) describes that interactive media based on local culture can be used in learning English. It can show the development of interactive media based on local culture even the effectiveness of local culture-based interactive media in learning English. Kardana et al. (2023) help students learn English by teaching English terms related to Hindu culture and helping future partners be able to manage sustainable finances. The result is the growth of students' awareness and understanding of the importance of English based on Balinese and Hindu culture, making it easier for students to communicate with foreign donors and visiting tourists. Tandikombong et al. (2024) found out Toraja local wisdom topics are needed by elementary school students in North Toraja in local content English language teaching materials. The results show that there are local wisdom topics that need to be included in English teaching materials as Public Speaking subjects, namely: Tourism objects, Thanks giving, Funeral ceremony, traditional food, Traditional drink, clothing, social Values, Folklore, arts and Fairytale.

3. Method

This study employs a library research method. The library research method allows the researcher to explore existing literature, theoretical frameworks, and empirical studies related to the integration of culture in language education. It provides a comprehensive overview of previous research findings, theoretical perspectives, and practical implications in the field of ELT. In summary, by employing a library research method and focusing on document analysis, this study aims to contribute to the ongoing discourse on the integration of cultural content in ELT. It seeks to highlight the significance of incorporating local cultural perspectives in language education to promote cultural awareness, linguistic proficiency, and global competence among learners.

This research involves gathering and synthesizing information from various academic sources such as books, national and international journal articles, and other relevant documents available in libraries or online databases. The focus is on synthesizing existing literature to elucidate the approaches, benefits, and challenges associated with incorporating Indonesian cultural elements into ELT practices. By utilizing this method, the study aims to provide a comprehensive understanding of how integrating local culture can enrich English language education and foster cultural awareness among learners. The researcher systematically reviews and analyzes the collected literature to identify key themes, trends, and findings related to the integration of Indonesian culture in ELT. The synthesis of literature involves organizing and interpreting the information to develop a coherent understanding of the strategies used, and the overall impact of cultural integration on language learning outcomes.

4. Findings and Discussion

Findings

A. Strategy of Integration Indonesian Culture in English Language Teaching (ELT)

English Language Teaching (ELT) based on Indonesian culture is a relevant approach in the current context of globalization. This approach allows students to learn English effectively and helps them develop a sense of pride in their culture as well as appreciate global cultural diversity. The following are several strategies for this learning:

1. Use of Cultural Content

The strategies for integrating Indonesian culture into English teaching can be categorized into several approaches. First, educators utilize Indonesian folk tales such as "Malin Kundang" or "Bawang Merah Bawang Putih" to enhance English vocabulary and grammar skills. Second, traditional Indonesian songs like "Rasa Sayange" or "Bengawan Solo" are introduced to improve English listening and pronunciation abilities. Third, traditional Indonesian painting or batik art

serves as inspiration for English art projects, allowing students to express meanings and emotions in English creatively. Fourth, *Wayang Kulit*, a traditional Indonesian puppet theater, is introduced through English theater sessions based on *Wayang* stories, enriching students' understanding of Indonesian cultural traditions. Fifth, stories from the world of *Wayang* are used as foundations for writing narratives or drama scenarios in English, emphasizing character development and moral values. Finally, students are encouraged to watch Indonesian films with English subtitles, analyzing themes, plots, and characters in English to deepen their cultural and linguistic comprehension. These diverse methods not only enhance language skills but also foster a deeper appreciation of Indonesian culture among English learners.

Integrating Indonesian cultural content into English language teaching aims to create deeper and more meaningful learning experiences for students. By incorporating folklore, traditional songs, and Indonesian art, the curriculum broadens students' understanding of local values and cultural heritage. This approach enhances intercultural competence, helping students appreciate global cultural diversity and improving their skills in interacting with people from different backgrounds. It also boosts student motivation and engagement by connecting learning materials to their daily lives and personal interests. In addition to developing language skills, this method helps students understand the cultural context behind the language, making it a medium for cultural appreciation. Teaching Indonesian culture in English also strengthens students' sense of belonging and national identity, addressing the challenges of globalization. Overall, this approach develops well-rounded, interculturally skilled individuals with strong connections to their local culture and values.

2. Commitment to Cultural Values

The strategies for integrating Indonesian culture into English teaching can be outlined as follows. First, class discussions focus on values such as cooperation and deliberation to achieve consensus, drawing parallels with similar concepts in other cultural contexts. Second, case studies and stories depicting daily life in Indonesia are used to emphasize values like friendliness and respect for elders. Third, Javanese philosophy, such as the concept of "Jamu" (traditional herbal drink), is discussed in class to explore its integration into Indonesian culture concerning health and life balance. Fourth, discussions are hosted on values such as diversity and tolerance within Indonesian society, examining their global applicability. Fifth, Indonesian traditional ceremonies and wedding traditions are studied to explore values such as family unity, ancestor respect, and community importance in the context of globalization. Finally, discussions are organized around the concept of "cooperation," analyzing its practical application in daily life and its significance in global society. These approaches not only enhance language skills but also deepen students' understanding and appreciation of Indonesian culture and its values within a global context.

"Commitment to Cultural Values" in teaching Indonesian culture in English language learning aims to align language education with respect for Indonesian cultural values. This approach ensures students not only learn English technically but also appreciate Indonesia's rich culture, strengthening their cultural identity. Students explore values like cooperation, local wisdom, traditions, and history. It also aims to develop intercultural skills, encouraging respect for cultural differences and effective communication in multicultural settings. This method boosts learning motivation by connecting material to students' daily lives and interests. Besides enhancing language skills, it fosters appreciation and preservation of cultural diversity, instilling pride in Indonesia's heritage and understanding of global diversity. Overall, this approach builds individuals who are knowledgeable, skilled in cross-cultural communication, and deeply connected to their local culture and values.

3. Everyday Language Use

The strategies for integrating Indonesian culture into English teaching can be categorized as follows. First, students are taught common Indonesian phrases such as "Selamat pagi", "Terima kasih", or "Apa kabar?" as part of their English speaking skills development. Second, Indonesian expressions commonly used in informal conversations, like "Makan siang sudah?" or "Ayo, kita pergi!", are introduced to enhance students' conversational proficiency. Third, relevant Indonesian phrases for daily activities such as shopping at traditional markets or ordering food in restaurants are incorporated into language lessons. Fourth, students are encouraged to expand their English vocabulary by learning Indonesian loanwords used in everyday English, such as "fried rice" or "rendang". Fifth, phrases or expressions used in social contexts, such as greetings,

apologies, and polite requests, are taught to enhance students' spoken English abilities. Finally, students participate in role simulations that require interaction with Indonesian cultural contexts, allowing them to practice English in scenarios involving Indonesian cultural characters or situations. These methods not only improve language skills but also deepen students' understanding and appreciation of Indonesian culture through practical application in English learning contexts.

The "Everyday Language Use" approach in teaching Indonesian culture in English language learning introduces students to authentic, everyday language relevant to the Indonesian cultural context. By incorporating common Indonesian phrases and expressions into English lessons, this approach helps students understand and experience real-life language use. The goal is to enrich learning by integrating language used in daily social interactions, activities, and cultural events. This method increases student motivation and engagement by making learning relevant to their lives and local culture. It also helps students apply language more effectively in real-life situations. Overall, this approach deepens students' cultural understanding, enhances communication skills, and develops social and cognitive abilities within a meaningful cultural context.

4. Collaborative Projects

The strategies for integrating Indonesian culture into English teaching can be outlined as follows. First, students are asked to create research projects focused on specific Indonesian cultural festivals, such as "*Wayang kulit*" or "*Ogoh-ogoh Parade*", and present their findings in English presentations. Second, groups of students collaborate to prepare materials about daily life in Indonesia, covering topics like food, clothing, and significant locations, emphasizing English language presentations or posters. Third, students engage in research projects exploring the diversity of traditional Indonesian dances such as the Pendet Dance from Bali or the Saman Dance from Aceh, delivering English language presentations that delve into the history and cultural significance of these dances. Fourth, students participate in a project to develop a virtual mini-museum showcasing Indonesian art and culture, providing English explanations and descriptions for each artifact or artwork. Fifth, students undertake a research project on Indonesian cuisine, presenting in English about various traditional dishes and their preparation methods. Lastly, students collaborate on a project to create a virtual photo book highlighting Indonesian tourist attractions, accompanied by English descriptions detailing their historical, cultural, and natural significance. These initiatives not only foster language skills but also deepen students' understanding and appreciation of Indonesian culture through interactive and informative English-language projects.

The "Collaborative Project" approach in teaching Indonesian culture in English language learning fosters student cooperation through joint projects that integrate Indonesian cultural elements. By engaging in collaborative research or presentations on Indonesian culture, students enhance their cultural understanding and language skills. This approach encourages reciprocal collaboration in planning, designing, and executing projects, exploring Indonesian values, traditions, arts, and history in a practical context. It develops cooperation, leadership, and communication skills, while students use English in relevant contexts like presentations, reports, and discussions. This method increases motivation as students actively participate in meaningful projects, deepening their cultural and linguistic understanding. Ultimately, it prepares students to become skilled global citizens open to cultural diversity, creating a holistic learning experience that contextualizes language and culture collaboratively.

5. Inviting Guests and Collaboration

The strategies for integrating Indonesian culture into English teaching can be detailed as follows. First, educators can invite Indonesian artists or writers to conduct lectures or workshops on Indonesian art or literature, encouraging students to engage in English discussions and deepen their understanding of cultural themes. Second, collaboration with local Indonesian communities facilitates question-and-answer sessions or online discussions in English about Indonesian culture, fostering direct interaction and cultural exchange. Third, inviting linguists or Indonesian cultural experts to deliver guest lectures or workshops on aspects of Indonesian language and culture, emphasizing English as a communication medium, enhances students' linguistic and cultural proficiency. Fourth, partnering with local Indonesian institutions or communities for cultural exchanges enables students to participate in English discussions exploring cultural differences and similarities. Fifth, inviting experts in Indonesian traditional music to conduct

demonstrations or workshops on instruments like gamelan connects musical traditions with English language learning objectives. Finally, collaborating with local Indonesian art communities to organize art exhibitions or performances featuring Indonesian artists' work, presented in English, provides students with insights into artistic expressions within a cultural context. These strategies not only enrich language skills but also promote cross-cultural understanding and appreciation among English learners.

The "Inviting Guests and Collaboration" approach in teaching Indonesian culture in English language learning enriches students' experiences through direct interaction with experts in Indonesian culture. By inviting guest speakers like artists, writers, or cultural activists, students gain authentic insights into Indonesian values, traditions, and practices. These interactions offer a deeper perspective than traditional media and help students build intercultural networks. Collaborating with cultural guests enables experiential learning through demonstrations, storytelling, discussions, and participation in cultural activities, which increases motivation and enhances language and intercultural skills. This approach not only educates students about Indonesian culture but also helps them understand and appreciate it firsthand, preparing them to be knowledgeable global citizens skilled in cross-cultural communication.

6. Technology and Media

The strategies for integrating Indonesian culture into English teaching can be delineated as follows. First, educators can utilize documentary videos depicting daily life in Indonesia as catalysts for English discussions on culture and traditions. Second, leveraging social media platforms to follow Indonesian cultural accounts that share content in English—covering topics like food, travel, and festivals—provides students with accessible insights into Indonesian culture. Third, encouraging students to watch Indonesian films with English subtitles enhances their comprehension of both the language and cultural nuances portrayed. Fourth, utilizing podcast or blog platforms allows students to explore Indonesian cultural topics such as mythology or traditional cuisine, and to articulate their reflections in English. Fifth, engaging with social media content from Indonesian cultural accounts that discuss history, popular culture, or daily life in English broadens students' cultural understanding. Lastly, motivating students to create podcasts or video blogs in English about their experiences learning Indonesian and exploring its culture fosters active language use and cultural exploration. These approaches not only enrich language skills but also deepen students' appreciation and knowledge of Indonesian culture through interactive and engaging mediums.

The "Using Technology and Media" approach in teaching Indonesian culture in English language learning leverages digital tools to present Indonesian cultural content dynamically and engagingly. Technology enables students to access information through videos, images, and multimedia presentations, enriching their learning with immersive visualizations. This method increases student involvement by presenting culture interactively, such as through documentary videos, traditional music recordings, and digital simulations of Indonesian life. It also develops students' multimedia skills as they create content depicting Indonesian culture, deepening their cultural understanding and honing their English skills with relevant vocabulary and expressions. Overall, this approach not only utilizes technology as a tool but also creates a rich and meaningful learning experience, enhancing both cultural and language proficiency in today's digital world.

7. Contextually Based Evaluation

The strategies for integrating Indonesian culture into English teaching can be outlined as follows. First, educators can organize tests or assignments that require students to engage in simulated interactions using English with Indonesian cultural figures or scenarios. Second, a final project could be designed where students demonstrate their comprehension of the Indonesian language and culture through English essays or presentations. Third, role scenarios or role plays can be developed wherein students participate in real-life situations in Indonesia, such as negotiating with market vendors visiting places of worship, and practicing English in authentic contexts. Fourth, students can be prompted to maintain reflective journals about virtual visits to Indonesian cultural sites, using English to articulate their experiences and insights into the culture. Fifth, students can be tasked with designing and implementing social action projects in English that address social or environmental issues in Indonesia, emphasizing cultural understanding in their solutions. Lastly, using real-life case studies from Indonesia can serve as a basis for testing students' English comprehension of the country's social, economic, or political dynamics. These strategies not only enhance language proficiency but also deepen students'

appreciation and knowledge of Indonesian culture through practical and engaging learning experiences.

The "Contextually Based Evaluation" approach in teaching Indonesian culture in English language learning aligns student evaluations with the Indonesian cultural context. This method ensures students not only master English but also understand how to communicate appropriately within Indonesian culture. The primary goal is to assess students' understanding of Indonesian values, norms, traditions, and practices, and their ability to apply this knowledge in English language activities like writing, speaking, and discussions. This approach evaluates both factual cultural knowledge and practical application, encouraging students to reflect on the cultural implications in everyday and global contexts. It promotes critical thinking about how culture influences behavior and interactions, and helps teachers gauge progress in English language skills with appropriate cultural vocabulary and structures. Overall, "Contextually Based Evaluation" enriches students' learning experiences and prepares them to be knowledgeable global citizens in diverse cultural settings.

Integrating Indonesian culture into English Language Teaching (ELT) can be effectively approached to enhance all four language skills—reading, writing, listening, and speaking. Here are specific strategies for each aspect:

Table 1. Integrating Indonesian Culture into English Skills

No	Skills	Topic Material	Activity
1.	Reading	Literature	Introduce Indonesian literature translated into English, such as short stories, poems, or excerpts from novels. This exposes students to cultural themes and enhances reading comprehension skills.
		Newspapers and Articles	Use authentic Indonesian newspapers and online articles in English to improve reading skills. Discuss current events, cultural practices, and societal issues to broaden students' understanding of Indonesian culture.
		Cultural Texts	Incorporate texts that explore Indonesian history, art, and traditions. Analyze these texts to develop critical thinking and cultural literacy among students.
2.	Writing	Cultural Essays	Assign writing tasks where students explore and analyze Indonesian cultural topics. This encourages descriptive writing, argumentation, and the use of appropriate vocabulary related to Indonesian culture.
		Creative Writing	Prompt students to write creatively based on Indonesian folk tales, myths, or cultural practices. This fosters imagination, narrative skills, and cultural appreciation through storytelling.
		Research Papers	Encourage students to conduct research on specific aspects of Indonesian culture and write research papers in English. This improves academic writing skills and deepens their understanding of cultural topics.
3.	Listening	Audio Resources	Use audio recordings of Indonesian music, podcasts, or interviews with native speakers discussing cultural topics. This helps students practice listening comprehension while familiarizing them with Indonesian accents and intonation.
		Videos and Films	Incorporate subtitled Indonesian films or documentaries that highlight cultural aspects. This enhances listening skills and provides visual context to cultural practices and traditions.
		Language Exchange	Organize virtual or in-person language exchange sessions with Indonesian speakers. This allows students to practice listening to natural conversations and cultural nuances in a real-life context.

4.	Speaking	Role-Playing	Create role-playing activities where students simulate everyday interactions in Indonesian cultural settings (e.g., markets, ceremonies). This develops speaking fluency and cultural communication skills.
		Debates and Discussions	Conduct debates or discussions on cultural topics related to Indonesia. This encourages students to express opinions, support arguments, and engage in constructive dialogue.
		Cultural Presentations	Assign presentations where students explore and present on different aspects of Indonesian culture. This improves spoken English proficiency while fostering confidence in discussing cultural topics.

Integrating Indonesian culture into English Language Teaching (ELT) offers diverse strategies to enrich all language skills—reading, writing, listening, and speaking. In reading, educators can introduce Indonesian literature translated into English, including short stories and poems, to immerse students in cultural themes and enhance their comprehension abilities. Using authentic Indonesian newspapers and online articles in English facilitates discussions on current events and societal issues, deepening students' understanding of Indonesian culture. For writing skills, assignments such as cultural essays enable students to explore and analyze Indonesian cultural topics, fostering descriptive writing and argumentation while expanding their vocabulary related to Indonesian culture. Creative writing tasks based on Indonesian folk tales or myths encourage imagination and narrative skills, promoting cultural appreciation through storytelling. Research papers on specific aspects of Indonesian culture enhance academic writing proficiency and deepen students' knowledge of cultural nuances. Listening skills are developed through audio resources like Indonesian music and podcasts discussing cultural topics, helping students practice listening comprehension while familiarizing themselves with Indonesian accents. Subtitled Indonesian films or documentaries provide visual context and enhance listening skills, while language exchange sessions with native speakers facilitate real-life listening practice and cultural understanding. Speaking skills are honed through role-playing activities set in Indonesian cultural scenarios, debates on Indonesian cultural topics, and presentations exploring various facets of Indonesian culture. These activities promote speaking fluency, cultural communication skills, and confidence in discussing cultural themes.

By integrating Indonesian culture into ELT across these aspects, educators can create a comprehensive learning experience that not only strengthens English language skills but also fosters cultural appreciation and global competence among students. Overall, integrating Indonesian culture into ELT through contextual learning, authentic materials, and cross-cultural comparisons enriches language learning experiences. It not only strengthens English language skills but also cultivates cultural appreciation and global competence among students, preparing them to navigate and thrive in an interconnected world.

B. Importance of Strategy of Integration Indonesian Culture in English Language Teaching (ELT)

Relating to English skills, the integration of Indonesian culture or local culture into English shows several benefits. Asholahudin et al. (2021) developed English language teaching materials based on the local culture of the city to introduce various kinds of local culture to be used as literacy material for students and also develop students' English language skills. Hasanah (2023) describes the implementation of the English for Young learner program based on local culture as a form of creative learning to improve children's English language skills. Program English for Young Learners is based on local culture in girls' schools which can strengthen the role of schools in preparing students for facing global challenges while paying attention and preserving local cultural values.

Santosa et al. (2019) assess how teaching materials incorporating local wisdom impacted elementary school students' creative writing skills. It shows significant differences in students' creative writing skills before and after using these materials. Evaluation of creative writing across six learning sessions demonstrated improvement in students' mastery of the criteria for creative writing. Furthermore, Hasanah (2023) also finds out that the use of local culture-based materials in English writing lessons can significantly improve students' writing skills in procedural text types. This happens because students have the good background knowledge to develop texts in-class activities. More importantly, students' ability to choose text diction becomes more varied. Besides, Menggo (2017)

analyzes the implementation of lonto léok culture-based English language learning in the English-speaking abilities of elementary students. The results show an increase in speaking skills, student activity, and cultural attachment of students at elementary school during the learning process.

Seftika et al. (2017) explore students' comprehension of Indonesian culture and assess their improvement in English speaking skills following the incorporation of local cultural knowledge into the curriculum. The findings indicate that integrating local cultural knowledge into English learning enhances students' familiarity and understanding of Indonesian culture. Additionally, it increases their awareness of cultural diversity, leading to a greater appreciation of differences that facilitate effective communication in social settings. Consequently, students' speaking skills improve as they practice English as a medium for conveying local cultural knowledge. Razavi & Gilakjani (2020) examine how teaching cultural material impacts the reading comprehension of Iranian intermediate English as a foreign language (EFL) learners. The findings indicated that incorporating cultural content into instruction led to enhanced reading comprehension among the learners. Specifically, the experimental group's outcomes strongly affirmed the positive influence of cultural content instruction on Iranian learners' reading comprehension abilities. Furthermore, Ningsih & Kara (2022) apply the potential of local wisdom in the learning process in class, especially in presenting reading texts according to the themes being studied. The development of reading materials begins with analyzing the potential of local wisdom. In the learning process at school, a teacher must have creativity and the ability to combine local culture so that it can provide enthusiasm and motivation for students in class.

Integrating Indonesian culture into English Language Teaching (ELT) offers a relevant and enriching approach amidst globalization, fostering effective English learning while nurturing cultural pride and global appreciation among students. Strategies encompass diverse methods: Firstly, using Indonesian folk tales and traditional songs enhances vocabulary, grammar, listening, and pronunciation skills. Incorporating traditional arts like batik and *Wayang Kulit* stimulates creativity and cultural understanding through English-based projects and theater sessions. Additionally, analyzing Indonesian films with English subtitles deepens comprehension of cultural themes. Secondly, discussions on Indonesian values such as cooperation and respect for elders, alongside exploring Javanese philosophy like "Jamu," integrate cultural insights into language learning. Studies on traditional ceremonies and cuisine further emphasize family unity and community importance in a global context. Thirdly, everyday language use includes teaching common Indonesian phrases and expressions in English lessons and facilitating practical language skills for daily interactions. Integrating Indonesian loanwords in English enriches vocabulary, while role simulations immerse students in Indonesian cultural contexts, refining spoken English abilities. Fourthly, collaborative projects on cultural festivals, traditional dances, and art exhibitions promote teamwork and deepen cultural understanding through English presentations. Guest lectures from Indonesian experts and partnerships with local communities enhance direct interaction and experiential learning. Fifthly, leveraging technology and media involves using documentaries, social media, and podcasts to explore Indonesian culture in English. Students create content like podcasts or video blogs to share their cultural exploration experiences, enhancing language proficiency and cultural appreciation. Lastly, contextually based evaluations assess students' comprehension of Indonesian culture through simulated interactions, reflective journals, and real-life case studies. These methods not only measure language proficiency but also foster critical thinking and practical application of cultural knowledge in English contexts. Overall, integrating Indonesian culture into ELT not only enhances language skills but also cultivates cultural competence, preparing students as culturally sensitive global citizens adept in cross-cultural communication and appreciation.

The implementation of Indonesian culture in English learning can be done in various ways that involve the use of materials, contexts, and activities that embrace the richness of Indonesian culture. Learning Indonesian culture in English language learning involves integrating aspects of Indonesian culture into the curriculum and English teaching methods. It aims to not only teach students about English but also to introduce them to the diversity of Indonesian culture as well as promote deeper cross-cultural understanding. Applying educational games software and textbooks so that students can master English and maintain local character and culture through teacher and parent training in assisting their learning (Arvianti & Wahyuni, 2020). The English learning model applied is not only oriented towards pure science which emphasizes only students' cognitive abilities, but also oriented towards affective abilities, namely character formation and application of local cultural values to students.

Indonesia is a country that has many tourist destinations, both natural and historical, so indirectly the younger generation is required to have good English language competence and be able to provide clear and correct information to foreigners about everything related to this country. Providing this information certainly requires English language skills and cultural knowledge, which is best done from an early age. Teaching English based on local wisdom can be developed more various (Nasrullah, 2018). "Unity in Diversity" is a motto that highlights Indonesia's embrace of its cultural diversity. The Indonesian government advocates for the preservation of local cultural values across all facets of society, including educational institutions. Therefore, integrating local culture into the curriculum is seen as a necessary and appropriate step. This approach extends to the English language learning curriculum, as proficiency in any foreign language is closely intertwined with the cultural background of the learner. When students learn a foreign language like English, particularly as a second or third language, it becomes crucial to maintain and incorporate local wisdom to ensure cultural continuity. Consequently, English teachers have a dual responsibility: they must facilitate students' acquisition of English language skills while also imparting knowledge and understanding of local cultural values. By integrating local culture into English language education, teachers can help students develop a deeper appreciation for their heritage while enhancing their proficiency in English. This integration not only enriches the learning experience but also promotes cultural sensitivity and respect among learners. It aligns with Indonesia's ethos of celebrating diversity while nurturing a strong sense of national identity rooted in its rich cultural tapestry. Thus, by embracing and integrating local culture into English language learning, educators play a pivotal role in fostering well-rounded and culturally aware global citizens.

The importance of integrating Indonesian culture in English Language Teaching (ELT) lies in several key aspects: Firstly, integrating Indonesian culture into English Language Teaching (ELT) enhances students' cultural competence by providing insights into the cultural contexts that shape language use. Understanding Indonesian customs, traditions, and societal norms allows students to communicate more effectively and sensitively with speakers of English from Indonesia. Secondly, incorporating Indonesian culture in ELT offers authentic language use opportunities. Discussing Indonesian holidays, cuisine, and arts in English lessons gives students practical, real-life contexts to apply their language skills, deepening their understanding beyond grammar and vocabulary. Thirdly, cultural integration fosters motivation and engagement among students by making the learning experience personally relevant and meaningful. Exploring topics related to Indonesia encourages curiosity about the world and enhances students' overall interest in ELT. Fourthly, learning about Indonesian culture promotes global citizenship by nurturing cultural awareness and empathy. Students develop respect for cultural diversity and learn to interact respectfully in a globalized society. Fifthly, integrating cultural content enriches the learning experience by connecting language learning with history, geography, and social issues. This interdisciplinary approach encourages critical thinking and a deeper understanding of language within its cultural context. Lastly, proficiency in English combined with cultural awareness prepares students for effective communication in international contexts, whether academic, professional, or social, equipping them with essential global communication skills.

5. Conclusion and Suggestion

Conclusion

Indonesia's motto of "Unity in Diversity" underscores its commitment to preserving cultural richness, endorsed by government efforts across society, including schools. Thus, integrating local culture into the curriculum, including English language education, is deemed essential. Proficiency in a foreign language like English is deeply intertwined with understanding its cultural context. Therefore, English teachers hold a dual role: fostering language acquisition while imparting local cultural values. By blending local culture into English lessons, educators not only deepen students' appreciation for their heritage but also enhance their English proficiency. This integration enriches the learning experience, promotes cultural sensitivity, and fosters respect among learners. It resonates with Indonesia's ethos of embracing diversity while nurturing a strong national identity rooted in its cultural tapestry. Thus, embracing and integrating local culture into English language education empowers educators to cultivate globally aware citizens who appreciate cultural diversity.

Integrating Indonesian culture into English Language Teaching (ELT) enhances students' language skills and cross-cultural understanding, essential in a global context. This approach enriches students'

comprehension by exposing them to Indonesian literary works and authentic materials, improving their reading proficiency and cultural literacy. Writing tasks, including essays and creative writing based on Indonesian themes, enhance descriptive and narrative skills while promoting cultural appreciation. Listening skills are improved through authentic audio resources and multimedia materials, familiarizing students with Indonesian accents and cultural contexts. Speaking skills are cultivated through interactive activities like role-playing, debates, and presentations, encouraging fluency and confidence in discussing cultural diversity. Overall, this integration fosters a deeper appreciation of Indonesian culture and promotes global competence.

Integrating Indonesian culture into English Language Teaching (ELT) enhances all language skills through targeted strategies. For reading, students engage with Indonesian literature translated into English, such as short stories and poems, to deepen comprehension and cultural awareness. Authentic Indonesian news articles and texts on history and traditions broaden their understanding through discussions on current events and societal issues. Writing tasks include cultural essays that analyze Indonesian topics, creative writing inspired by folk tales, and research papers, and fostering descriptive, narrative, and academic writing skills. Listening skills are honed with audio resources like music and podcasts, as well as subtitled films that provide cultural context and exposure to accents. Language exchange sessions with Indonesian speakers further improve listening abilities in natural conversational settings. Speaking skills are developed through role-playing activities set in cultural scenarios, debates on Indonesian topics, and presentations that enhance fluency and confidence in discussing cultural aspects in English. These integrated approaches ensure a comprehensive development of language proficiency alongside a rich understanding and appreciation of Indonesian culture.

Suggestion

Learning Indonesian culture in English language learning is crucial for fostering cultural understanding and facilitating cross-cultural communication. It presents an opportunity to seamlessly integrate Indonesia's rich and diverse cultural heritage into both the curriculum and English teaching methodologies. However, there are significant challenges and considerations to navigate in this endeavor. First, there's often a scarcity of resources and insufficient quality teaching materials that specifically address Indonesian culture within the context of English learning, which can hinder the delivery of relevant and meaningful content to students. Additionally, the limited understanding of Indonesian culture among educators may pose difficulties in accurately conveying cultural materials and effectively integrating them into English language lessons. Translation challenges also arise, as accurately translating and contextualizing cultural nuances into English can be complex due to linguistic and cultural differences between Indonesia and English-speaking countries. Moreover, creating a supportive learning environment that encourages cultural exploration and understanding can be challenging in diverse classroom settings where students bring varied cultural backgrounds and experiences. Lastly, the predominant focus on linguistic aspects in English language education in Indonesia sometimes results in less emphasis on exploring and appreciating cultural dimensions, further complicating the integration of Indonesian culture into English language learning contexts.

In envisioning future research directions, several key areas emerge that could significantly enhance the integration of Indonesian culture into English language learning. Firstly, future research could delve into exploring effective teaching strategies for integrating Indonesian culture into English language learning, focusing on the use of authentic teaching materials and engaging culture-based activities. Secondly, longitudinal studies should be conducted to assess how learning Indonesian culture within English language learning environments influences students' cross-cultural understanding and communication skills over time. Thirdly, collaboration among English teachers, cultural experts, and relevant stakeholders is essential to enhance curriculum development and create learning resources that cater to the diverse needs of students. Fourthly, comparative research between cultural learning approaches in English education in Indonesia and other countries can offer valuable insights into best practices and common challenges. Fifthly, there is a need for the development of inclusive English learning materials that encompass various aspects of Indonesian culture, such as art, music, dance, traditions, and history, aiming to deepen students' understanding of cultural diversity. Sixthly, ongoing teacher training and professional development are crucial to equip educators with the necessary knowledge and skills to effectively deliver cultural content and integrate it into English language learning. Seventhly, leveraging technology—such as multimedia and the internet—can provide an effective means of conveying cultural material to students in an engaging and challenging manner. Lastly, cross-disciplinary collaboration involving English teachers, cultural experts, artists, and local communities can enrich

students' learning experiences and forge stronger connections between English language learning and Indonesian culture. By addressing these research priorities and implementing effective learning strategies, it is anticipated that learning Indonesian culture in English education will become more meaningful, offering greater benefits for students' language development and fostering enhanced cross-cultural understanding. Ultimately, this approach aims to cultivate students who are better equipped to communicate effectively in a global context and who demonstrate greater appreciation and understanding of cultural diversity.

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