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Research Article

Local Content Through Integrated Collaborative Learning: A Survey of Teaching Materials Needs

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Abstract

The objective of this study is to identify the requirements of both students and teachers for teaching materials that are specific to their local context. This will be achieved through a collaborative learning method that takes into account various activities. The study utilized a survey research design and gathered data from randomly selected seventh grade students and English teachers located in various areas of Jepara district, Central Java province, Indonesia. The research data was obtained by administering questionnaires and conducting interviews. These were divided into two main categories: target situation analysis, which aimed to identify necessities and lacks; and learning needs analysis, which aimed to ascertain preferences for teaching materials. The data that was gathered was then carefully analysed and interpreted through the processes of reducing data, displaying it, and drawing conclusion. The findings indicate that TSA has an average score of 3.1 in necessities aspects, whereas it has an average score of 2.9 in lacks aspects. This implies that teaching materials need to be created or improved. Both students and teachers prefer to have teaching materials and learning activities that focus on local and regional content, as well as the integration of English skills. To conduct further research, development research is needed to develop the teaching materials and test its effectiveness by utilizing comprehensive measures of reading literacy to ascertain its impact.

Keywords: teaching materials, local content, integrated collaborative learning

1. Introduction

The use of teaching materials in the process of learning English is crucial in ensuring effective and efficient learning. This occurs because educators have the opportunity to assist students in comprehending and researching information in a logical and organized manner when it comes to a particular subject of study. In addition, teachers can use appropriate teaching models and a variety of

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activities to make it easier for students to learn. Nevertheless, the current curriculum's teaching materials lack the ability to fully allow students to combine learning activities, work together with fellow students, enhance their language skills, and simultaneously broaden their understanding of local culture (Mubarok et al., 2023; Pajarwati et al., 2021; Sofiana & Mubarok, 2019). However, in 2022, Indonesian students' reading literacy scores have dropped by 18 points compared to the previous evaluation. This decline can be attributed to the influence of the pandemic on the education sector (Kemendikbud, 2019; Ristek, 2023). Additionally, Indonesia's English proficiency is ranked eighth among 16 Asian countries, according to the English Proficiency Index. Providing extensive training specifically targeting reading literacy or language-related questions can raise PISA scores (Ismawati et al., 2023). In fact, teachers rely exclusively on government-provided textbooks and supplement their lessons with student worksheets. The textbook material used does not fulfill the specific requirements of the students (Haryudin et al., 2020) and has not effectively presented genuine material (Ramadhana et al., 2019), while also having a shortage of local content (Faizin et al., 2022; Ratri & Tyas, 2022). However, students face a hindrance in effectively communicating in the target language when using authentic material as the lack of socio-cultural understanding creates a barrier (Muliastuti et al., 2023).

In order to address this issue, it is essential to have suitable teaching resources that take into account the needs of the students, thereby promoting their comprehension (Gea et al., 2023). In creating effective learning materials, teachers must carefully consider how students learn and create thorough plans for teaching (Metboki, 2018). The inclusion of students' L1 culture in educational materials inspires their enthusiasm to learn and fosters a favorable attitude towards improving their language abilities (Muliastuti et al., 2023). Incorporating the culture of the local community into teaching materials can serve as another option for engaging students by providing them with contextually relevant and meaningful learning experiences and create an authentic and dynamic environment. This approach has been shown to enhance students' reading skills, literacy abilities, students' character, and learning experiences (Fu, 2018; Hadianto et al., 2022; Monita et al., 2021; Prayitno et al., 2022; Wulandari et al., 2018). This aligns with the goal of teaching English, which is to help students effectively express themselves in the language (Chvala, 2020). Local content can be described as information that pertains to local subjects and serves as an alternative for students to comprehend the significance it holds (Monica & Vianty, 2019; Nurhikmah et al., 2022). Including local content in English teaching materials should be given serious thought, taking into account two aspects. Firstly, incorporating local content can assist students in effectively using language in accordance with their socio-cultural context. Secondly, it enables the inclusion of lexical, vocabulary, and cultural elements that actively engage students in the learning process (Faizin et al., 2022). So, students are expected to have a comprehension of Indonesian culture as their own culture and foreign culture as the desired culture.

Collaboration-based learning requires students to collaborate in groups comprising at least two students (Petersen et al., 2023) to collectively make decisions with the aim of accomplishing specific objectives (Moreillon, 2017). This knowledge can be utilized in different tasks across multiple disciplines, including English courses, in order to enhance learning achievements, promote literacy skills, and cultivate student character (Damayanti et al., 2021; Handayani et al., 2019; Harianto et al., 2020; Hublin et al., 2023; Sutama et al., 2022). Cooperative tasks among students can be incorporated into teaching materials such as learning activities, drills, and exercises (Al-Jarf, 2021; Rinekso, 2021). As long as learning models and activities fall under the same theoretical framework and necessitate student engagement, they can be integrated together (Yassin et al., 2019). With this integration, teachers could design effective teaching skills (Khan & Mansoor, 2020). There are two main categories when it comes to integrating English language skills: receptive skills, which include listening and reading, and productive skills, which include speaking and writing (Cho & Brutt-Griffler, 2015; Harmer, 2017). However, these skills can also be organized based on language modes, such as listening-speaking, reading-viewing, and writing-presenting (Mendikbudristek, 2022; Renandya & Widodo, 2016). This undeniably simplifies the process of learning for students and aids

in their ability to effectively practice a passage.

There have been multiple preceding investigations concerning this research topic. Teaching materials can incorporate local cultural content since it provides a greater sense of context compared to national culture (Arifani, 2016; Makhroji & Isda, 2023; Nurhikmah et al., 2022; Sutarso, 2020). The implementation of collaborative learning principles in classroom settings can enhance critical thinking abilities, scientific and reading literacy, and overall academic achievements (Alzahrani & Albeladi, 2023; Dewi et al., 2021; Sutama et al., 2022). Making language skills a part of a cohesive whole instead of individual components can facilitate students in practicing communication through the use of the language (Khan & Mansoor, 2020; Tavil, 2010). However, target situation analysis and learning needs analysis can be utilized in order to identify and map the requirements in product development (Nisa et al., 2023; Yulia & Agustiani, 2019).

Jepara district, which is reputed for being the biggest salt manufacturer in Indonesia, is situated on the shoreline of Central Java province, boasting an extensive coast (Susanto et al., 2015). In addition to its renowned internationally acclaimed carving art (Karmilah & Yuliani, 2020), nature-based attractions such as beaches and hills serve as popular destinations for tourists to visit (Amri et al., 2022). The people of Jepara continue to uphold their local cultural values by engaging in different activities. These include the torch war celebration, which symbolizes their fight against crime. They also participate in earth alms as a way of expressing gratitude to God, and Lomban festival to show appreciation for successful fish catches. In reality, the cultural significance of the freedom to acquire knowledge, which was also emphasized by RA Kartini, was given utmost importance and made integral to the Indonesian nation by providing women with equal educational opportunities (Saroh et al., 2020).

In order to address the issue mentioned earlier, this study intends to identify the requirement for teaching materials focused on local content by combining an integrated collaborative learning approach with two types of analyses: target situation analysis (TSA) and learning need analysis (LNA) as proposed by Hutchinson, T. & Waters (1987) who claimed that TSA is a term used to describe the necessary actions that students must undertake in the intended environment, while the term LNA is used to describe the actions and tasks that a learner must undertake in order to acquire knowledge.

2. Methodology

The research method utilized for this study is a survey design. Surveys are conducted to collect information at a specific moment in order to analyze the current state of affairs and peoples' activities and behaviors, or understand the correlations between specific occurrences (Cohen et al., 2007; Norton & Norton, 2009). This study involved a survey to identify the requirements for teaching materials with local content, which were gathered from both teachers and students.

2.1 Respondents

The respondents of data for this study came from 158 students and two English teachers who were selected based on Krejcie and Morgan table. Seventh grade students were randomly selected as respondents through simple random sampling by considering their education level. The selection of teachers as participants was based on a random process that considered their experience in teaching English to 7th grade students. This study took place in the secondary school of Jepara Regency, located in the Central Java Province of Indonesia. The research area was chosen by considering preserving local culture and applying the principles contained therein.

2.2 Data Collection

The data for this study was obtained by administering questionnaires to students and conducting interviews with English teachers. The questionnaires and interviews were split into two groups: target

situation analysis (TSA) and learning needs analysis (LNA). In the initial classification, the TSA involves employing questionnaires and interviews to identify the requirements for teaching materials and identify shortcomings in the current utilization of teaching materials. Questionnaires and interviews are utilized in the second category (LNA) to investigate the preferred teaching materials and the desired learning activities that encompass the content within the teaching materials. Surveys regarding TSA indicators are carried out by categorizing students' answers to statements in the questionnaire using a rating scale of 1 to 4. However, when it comes to indicators of desired teaching materials, students are allowed to choose more than one answer option. In the meantime, the LNA is designed using the students' answer choices, allowing for the inclusion of multiple answers.

2.3 Data Analysis

The collected data is analyzed in a descriptive manner and subsequently interpreted. Researchers utilize an analysis framework based on the stages recommended by Miles and Huberman, which are data reduction, data presentation, and conclusions or verifications. During the reduction phase, the identification of raw data is conducted by organizing and classifying it according to the formulation of questions. In the presentation phase, the researcher showcases information that has been organized into tables for the purpose of convenient comprehension.

During the interpretation/verification phase, researchers examine and analyze the unaltered data in order to comprehend it and formulate conclusions. After collecting the data, it was analyzed using descriptive statistics. This involved multiplying the number of respondents by the Likert scale score they obtained, which gave a total score. At the same time, the average is calculated by dividing the total score by the total number of respondents.

3. Finding

3.1 Target Situation Analysis

In this TSA, there are two indicators being examined. The initial measure entails the mapping of teaching material requirements by collecting data from both students and teachers through questionnaires and interviews. The analysis results can be seen in table 1:

Table 1. Necessities Results of Teaching Materials

| No | Statements | Responses | | | | Total | Means (M) | % (P) |
		4	3	2	1			
1	Teaching materials is important to be used in learning English	42	99	17	0	499	3.2	78.9
2	The use of textbooks in learning makes it easier for me to learn English	60	84	14	0	520	3.3	82.2
3	The use of teaching materials as additional learning resources helps me in studying English	40	102	16	0	498	3.2	78.9
4	I am attracted to learning when the teaching materials align with the local cultural context.	56	87	15	0	515	3.3	81.4
5	Understanding local culture helps me improve my English	47	86	23	2	471	2.9	74.5
6	I want teaching materials that can enhance my holistic reading competency by helping me understand the overall meaning and context of a text.	40	84	31	3	477	3.0	75.4
7	I believe that using teaching materials that emphasize a comprehensive approach to reading and language skills can greatly enhance my ability to learn English effectively.	44	84	25	5	483	3.0	76.4
Sum							3.1	78.2
Category							Needs development	

From the information provided in table 1, it can be observed that the mean score for the requirement of teaching materials is 3.1, which corresponds to a total percentage of 78.2. The average is classified based on the standards used to create educational materials, with a range of 3.0 to 4.0 considered as

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requiring further development. In order to gather information, the target situation analysis should include the aspect of teaching material requirements, which received an average score of 3.1, as part of the criteria for necessary improvements.

This is backed by 78.9% of students believing that teaching materials are crucial for language learning, 82.2% claiming that these materials facilitate their learning process, and 78.9% considering them as an alternative source for learning. The findings of the survey are confirmed by the interviews conducted, which reveal that teachers utilize educational resources such as government textbooks titled "English for Nusantara" and other publishers' materials known as "Bright English" for their instruction. Teachers even utilize supplementary teaching materials in order to offer a diverse array of learning resources. Below are the outcomes of the interview:

I utilize alternative teaching resources. I typically search online for extra teaching resources (Teacher 1)
I usually incorporate extra teaching materials in my lessons, which I mostly gather from the internet. These materials include songs or presentations, with the purpose of capturing the students' attention and enhancing their interest in the subject (Teacher 2)

On the contrary, teaching resources that include material from the local context have the ability to inspire and captivate students, encouraging them to engage in reading and studying English lessons (M= 81.4). The reason for this is that local content-based material helps students connect their learning to their own life context. Students can enhance their English skills through the utilization of teaching materials that are based on local content (M= 74.5). The requirements of students regarding teaching materials that focus on local content are not being met by teachers in the classroom. Despite the curriculum's emphasis on understanding intercultural and local cultures, teachers have not incorporated such materials into their teaching, as confirmed in the interview findings provided.

I seldom connect local culture in the process of teaching English and instead focus more on linking it to the students' everyday experiences (Teacher 1)
There is an abundance of information on Descriptive Text for seventh grade students, so I related it to the delightful culinary in Jepara (Teacher 2).

Additionally, it is important for students to have teaching resources that can enhance their comprehensive reading skills by engaging in spoken and written communication within a text (M= 75.4). Students also believe that teaching resources that enhance their overall reading skills are beneficial for learning English (M= 76.4). The findings from the survey align with the teacher's attempts to diversify learning methods. These efforts include incorporating different English skills such as listening and speaking, reading and viewing, and writing and presenting. Additionally, the teacher encourages students to work together and learn either collaboratively or cooperatively. The interview yielded the following outcomes when respondents were asked to describe their experience of learning in class:

Due to the fact that there is not a singular skill, but rather multiple skills that encompass various aspects such as listening and speaking, reading and viewing, as well as writing and presenting. This aligns with the teaching goals that need to be incorporated (Teacher 1)

I collect and display teaching skills together that still have connection in term of materials (Teacher 2)

The findings of this study align with previous research conducted by Nisa et al., (2023) and Yulia & Agustiani (2019), stating that when undertaking product development, it is crucial to conduct a needs analysis with a primary emphasis on the requirements of students and teachers. Moreover, the inclusion of teaching materials that align with the local culture is crucial to take into account.

The second assessment measure is designed to identify any shortcomings in the utilization of instructional materials used in the learning process. The results of the analysis are presented in table 2.

Table 2. Students' Lacks in Teaching Materials

No	Statements	Responses				Total	Means (M)	% (P)
		4	3	2	1			
1	The content found in present-day textbooks solely covers aspects of Indonesian local and global culture.	240	222	34	7	503	3.2	79.6
2	The current textbook doesn't have any information about the local culture of the Jepara region.	168	261	56	1	486	3.1	76.9
3	Most often, learning tasks provided in teaching resources are completed by students on their own, without assistance or collaboration.	148	255	65	2	473	2.9	74.8
4	No activities that involve working together in pairs or groups are available.	176	237	52	9	474	3.0	75
5	The language skills material is presented as separate units and not combined with other topics.	100	327	48	0	475	3.0	75.1
6	Teaching resources currently do not cover the discourse found in a text.	52	168	152	13	385	2.4	60.9
7	I find it difficult to study teaching materials because I don't know the situational and cultural context	140	216	86	8	450	2.8	71.2
Sum							2.9	73.4
Category							Needs development	

According to the information provided in table 2, the current teaching materials were rated as 2.9 with a percentage of 73.4. This indicates that there are flaws in the current teaching materials, highlighting the necessity to improve them. The criteria for development includes an average range of 2.0 to 3.0. The evaluation of teaching materials' lacks in the target situation has yielded an average score of 2.9, which falls within the threshold requiring further development.

The first statement in table 2 highlights a weakness, which is the lack of thorough understanding by students of vocabulary, situational, and cultural context in a text because the teaching material only includes elements from national and international culture. However, educational resources have not yet incorporated aspects of students' specific local content (P=76.9). This goes against the purpose of studying English language. In addition to promoting intercultural understanding, students are also required to comprehend the local culture in order to develop a student profile that embodies Pancasila values. This aligns with the findings of teacher interviews.

> *I faced various challenges while using textbooks. These challenges mainly include the discrepancy between the textbooks provided by the Ministry of Education and Culture and the topics discussed by subject teachers. Additionally, the textbooks lacked information about the local culture, such as the Jepara culture, which is relevant to the students' surroundings. (Teacher 1)*

> *The textbook offers various activities; however, students struggle to comprehend English vocabulary, particularly in lengthy texts, which makes it difficult for them to grasp the overall meaning of the text. Additionally, majority of the teaching material being offered is derived from experiences and situations that exist beyond the personal lives of the students (Teacher 2).*

Besides the teaching materials, students also have negative perceptions of the learning activities. Many students continue to engage in learning activities on their own (P=74.8) and have yet to fully utilize collaborative or cooperative learning in pairs or groups (P=75). However, it is important to note that English language skills have not been combined or integrated. For example, listening and speaking are taught separately, reading and viewing are taught separately, and writing and presenting are taught separately. This results in students facing challenges in comprehending the communication in a text, whether it is in written or spoken form (P=71.2). The reason for this challenge is that the teaching materials do not currently cover the concept of discourse (P=60.9). Interviews with educators also highlight the challenges encountered by students, which can be summarized as follows:

> *One major challenge in promoting comprehensive reading skills is the students' insufficient comprehension of the various types of texts and conversational situations that occur in their*

surroundings. Furthermore, the students have a deficiency in their English vocabulary (Teacher 1)

Struggling to comprehend a text completely. Teaching appears to begin anew due to students' insufficient knowledge of basic English skills. This is because English subjects are not available in many elementary schools (Teacher 2)

The findings from the identification of teaching materials weaknesses mentioned in table 2 correspond with the researches outcomes of Munir (2013), Ramadhana et al., (2019), and Swastika et al., (2020). The current teaching materials do not adequately support students in learning about the local culture and connecting with interactive activities during the learning process. Additionally, they fail to integrate language skills strategies, such as scanning and skimming for reading and viewing, and clustering and brainstorming for writing and presenting.

3.2 *Learning Need Analysis*

In LNA, the goal of using questionnaires and interviews is to collect data on two key aspects: 1) the teaching materials that are preferred, specifically covering the material, and 2) the preferred learning activities. The findings of the study are showcased in the table provided as Table 3 below:

Table 3. Students' Wants in Teaching Materials

Items	Total		Percentage (%)	
The material in the teaching materials is based a. Local content (Jepara district) b. National content (Indonesia) c. Global	a. b. c.	116 26 16	a. b. c.	73.4 16.4 10.1
Material categories in teaching materials: a. Persons b. Places c. Things (food, drinks, other objects)	a. b. c.	114 101 107	a. b. c.	72.6 63.9 67.7
Material in teaching materials includes: a. Context of the situation (conversation) b. Cultural context (genre/type of text)	a. b.	110 108	a. b.	69.2 68.3
The content of teaching materials consists of: a. Material b. Pictures, tables, charts c. Learning activities d. Exercise	a. b. c. d.	150 150 153 144	a. b. c. d.	94.9 94.9 96.8 91.1
Learning activities in teaching materials are presented in: a. Varies b. Doesn't vary	a. b.	146 2	a. b.	92.4 1.3
Learning activities in teaching materials are presented in: a. Collaboration / cooperation b. No collaboration / no cooperation	a. b.	136 22	a. b.	86 13.9
If you choose collaboration as stated in statement no, then what type of activity is desired: a. Pair up with friends b. Small group (3-5 people)	a. b.	99 114	a. b.	62.6 72.2
Language skills are presented in: a. Separated b. Integrated	a. b.	44 114	a. b.	27.8 72.6
Integration of language skills presented listening-speaking, reading-viewing, and writing presented a. Agree b. Disagree	a. b.	130 28	a. b.	82.3 17.1
The cultural context (genre) is presented in teaching materials to facilitate understanding of the discourse a. Agree b. Disagree	a. b.	120 38	a. b.	75.9 24

The teaching resources that students and teachers want, as shown in table 3, consist of material that is relevant to the local region that the students belong to (P=73.4). Students prefer using local content in teaching materials because it helps them feel at ease and familiar as it relates to their daily lives. So that they can easily understand the words, meaning and message in the text presented. In contrast, content focused on local and global culture accounted for a lower proportion, specifically 16.4% and

10.1% respectively. The distribution of material categorization was evenly split between content featuring local people (P= 72.6), iconic and fascinating locations (P= 63.9), and things related to food, drinks, and jobs commonly found in the students' surrounding community (P= 67.7). Some local figures in the region include RA Kartini, known for advocating women's education, and Ratu Kalinyamat, renowned for fighting against oppression. Popular and captivating locations include Bandengan beach, which boasts white sand, and a museum that depicts the lives and struggles of the people of Jepara. Notable local products include adon-adon coro (a traditional drink), horog-horog, and pindang srani (typical foods). Additionally, the local community is known for its skilled weavers, carvers, and carpenters. The material is divided into two modes: the oral mode, consisting of conversation to explain the situation's context (P= 69.2), and the written mode, consisting of different types of texts (genres) to describe the cultural context (P= 68.3). The students had a fairly equal interest in different teaching materials, including different ways of presenting information, such as pictures, tables, and charts. They also showed a high preference for engaging learning activities and practicing exercises.

The information in table 3 regarding the learning activity indicators reveals that the majority of students prefer a diverse approach (P= 92.4) in presenting these activities. This is to ensure that the learning process remains engaging and prevents it from becoming dull or uninteresting for students. Collaboration and cooperation are one of the different forms of activities that exist (P=86). The type of collaboration students prefer is engaging in activities with one partner (P= 62.6%), as well as working together in small groups of 3-5 individuals (P= 72.2%). Collaboratively taught English skills are integrated by combining listening and speaking, reading and viewing, and writing and presenting. This is confirmed by the interview findings as stated below:

> *The preferred materials in teaching material are needed from Jepara Regency's area. The example is by providing information about significant individuals in Jepara including R.A Kartini, the recently honored Ratu Kalinyamat as a National Hero, and various other personalities. It could refer to the well-known locations in Jepara, as well as other cultural knowledge from the local community (Teacher 1).*
> *The required material should be aligned with the students' knowledge or familiarity, such as the delicious cuisine in Jepara (Teacher 2).*

4. Discussion

The process of creating teaching materials, initiated by identifying the needs of learners, produces more comprehensive outcomes, particularly when using analytical methods like target situation analysis (TSA) and learning need analysis (LNA). In this study, target situation analysis (TSA) seeks to gather information regarding necessities and lacks (Nisa et al., 2023). In Table 1, it can be observed that the average rating for the statements regarding necessities in TSA is 3.1, which corresponds to a total percentage of 78.2. If we categorize this average as being related to decision making, it falls between 3.0 and 4.0, indicating that students should focus on the mentioned indicators when developing teaching materials. Table 2 displays the general mean of the survey statements regarding lacks in TSA as 2.9. This represents a total percentage of 73.4. Furthermore, if we specifically consider the decision-making category, the average falls within the range of 2.0 to 3.0. This suggests that there is a requirement to improve the teaching materials based on the identified weaknesses.

These necessities and lacks serve as criteria for determining students' wants for teaching materials. The process of conducting a wants analysis is accomplished by conducting a learning needs analysis (LNA). The findings of the LNA analysis indicate that students have a preference for teaching resources that have a local or regional focus rather than those with a national or international scope. Local teaching materials for English learning are utilized as a medium for learning as they have content that is easily comprehensible for both students and teachers (Makhroji & Isda, 2023). Local content that is preferred by students and teachers includes various elements. Firstly, it involves portraying a person's character by describing their life experiences, activities, and achievements.

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Secondly, it consists of interesting places with a historical background. Lastly, it includes objects that represent the cultural practices of the local community, such as daily routines in joglo houses and the traditional occupations of carpenters, weavers, craftsmen, and fishermen. Additionally, it encompasses traditional dishes and beverages like adon-adon coro, pindang serani, horog-horog, as well as cultural festivals like war torch, Baratan festival, and Lomban festival, which are expressed through spoken and written language. Besides that, the teaching materials they desire should consist of materials, images, graphs, charts, educational tasks, and practice assignments. Engaging in cooperative learning activities such as working in pairs or small groups helps students enhance their English language abilities. This approach does not only facilitate students' comprehension and critical skills development, but also contributes to the improvement of their literacy skills (Dewi et al., 2021; Handayani et al., 2019). The result of the needs analysis can serve as a guide for researchers to create educational materials, which incorporate materials, language skills, learning methods, and learning tasks (Yulia & Agustiani, 2019).
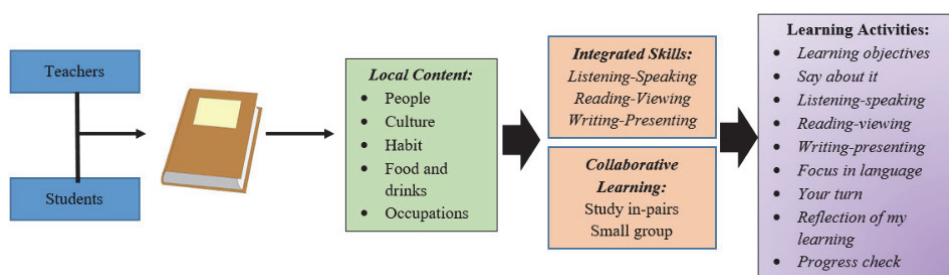

Figure 1. The Necessity of Teaching Materials

5. Conclusion

Teachers are expected to use the information provided in the TSA and LNA to create teaching materials. The local content can be created by taking into account the unique culture and benefits of each specific region. In addition to expanding their vocabulary and improving their ability to communicate through writing, students have the opportunity to learn about the culture in their local area and apply the values that are present there. In order for their comprehension of local subject matter to align with their comprehension of national and global culture. The local content that is created can showcase the unique aspects of a person's personality, well-known and captivating locations, and other elements that define the region. Additionally, the content is delivered collectively through the incorporation of English abilities. Other researchers can continue this study by creating teaching resources inspired by these findings and assessing their effectiveness by measuring holistic reading proficiency. This study proposes that teachers have the ability to create teaching materials that incorporate elements of the surrounding culture, such as folk stories, historical events, traditions, and local events. Policy makers need to establish rules that incorporate local culture as a cultural reference in English language teaching materials, in addition to solely emphasizing the target culture.

6. Acknowledgements

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