

Sasaq Local Wisdom-Based ELT Materials in Improving Intercultural Competences and Speaking Skills as Pancasila Learners' Profiles

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Abstract

This study investigates the effectiveness of English Language Teaching (ELT) materials incorporating Sasak local wisdom in enhancing learners' intercultural competence and speaking skills, aligning with the Pancasila learners' profiles. The research adopts a mixed-method concurrent embedded design, combining both quantitative and qualitative approaches. The experimental aspect utilizes a pretest-posttest control group design, where learners' speaking skills and intercultural competence are assessed before and after the implementation of the local wisdom-based materials. Quantitative data were analyzed using statistical methods, while qualitative data from learner feedback and observations were analyzed thematically. The findings reveal that integrating Sasak local wisdom into ELT materials significantly enhances learners' communication skills, particularly in speaking classes. The cultural relevance of the materials engages students more deeply, allowing them to relate to the content and express themselves more fluently. Additionally, learners demonstrate improved intercultural competence, gaining a broader understanding of both local and global cultures. Learner feedback highlights the positive impact of cultural integration, with many students expressing that the materials' relatability fosters a more enjoyable and meaningful learning experience. The implications of these findings suggest that local culture-based ELT materials should be more widely incorporated into EFL curricula to create engaging, culturally relevant learning environments. This approach not only improves language proficiency but also fosters intercultural awareness, preparing learners to navigate cross-cultural communication more effectively. Integrating local cultural elements in the curriculum enriches learners' language learning experience and promotes a more inclusive, globally informed perspective.

Keywords: English teaching materials; Intercultural competences; Pancasila learners' profiles; Sasaq local wisdom; Speaking skills;

Introduction

The strategic development and intentional crafting of English teaching materials are fundamental steps towards enhancing the efficiency and effectiveness of English language acquisition among students (Chan, 2020; Ookawa, 2015). This process is critically important as English has transitioned to become an international lingua franca, a change significantly propelled by the increasing number of non-native English speakers worldwide. Historically, the teaching and dissemination of English have been heavily influenced by native English-speaking countries (Estaji & Tabrizi, 2022; Safitri & Sugirin, 2019; Tavassoli & Ghamoushi, 2023), notably Britain and the United States. However, this paradigm is shifting. The once dominant perspective of English, rooted in these native speakers' contexts, is gradually being eclipsed by a more inclusive and globally aware approach to language instruction (Bose & Gao, 2022; Tabatadze et al., 2020). In response to these evolving dynamics, educational institutions across the globe are now undertaking comprehensive reviews and revisions of the English textbooks and materials utilized within their curricula.

By deliberately adjusting these materials, English teachers aim to better align them with the specific needs and contexts of their students. This process acknowledges the significant role that cultural relevance and sensitivity play in language learning, emphasizing the need for textbooks to not only accommodate but actively incorporate diverse cultural perspectives (Haerazi & Irawan, 2020a; Haerazi & Nunez, 2022). Therefore, the modernization of English teaching materials necessitates that these resources are designed with the flexibility to embrace and reflect a wide array of cultural backgrounds. By integrating elements of local cultures into the English language learning experience, textbooks can significantly contribute to reinforcing students' identities (Etri, 2022; Haerazi et al., 2023). Simultaneously, by presenting and respecting the diversity of cultures encountered on the international stage, these materials can foster a more inclusive, empathetic, and globally conscious mindset among students.

In the context of this research, the primary focus of the investigation centers on the development of a unique educational material, specifically by integrating the local cultural wisdom of the Sasak ethnic group. The Sasak people, being the majority ethnic group among the student population, serve as a profound source of

inspiration for the creation of innovative teaching materials (Aristiawan, 2018; Habiburrahman, 2022). The developed materials encompass a variety of topics closely related to the popular culture among students, including the folklore of Princess Mandalika, traditional wedding ceremonies, artistic performances such as the Gendang Beleg, and local specialty foods. These topics were not selected at random; instead, they were strategically designed to aid students in enhancing their English language capabilities, particularly in the context of speaking.

The integration of local themes into the teaching materials is not merely an exploitation of content relevant to the students' lives but also aims to deepen the students' understanding of their own culture (Dinh & Sharifian, 2017; Raigón-Rodríguez, 2018; Setyono & Widodo, 2019). Thus, the teaching materials act as a bridge connecting students with their cultural roots, enriching the learning experience with content that resonates on a personal level with them. Moreover, the researcher has deliberately incorporated cultures from English-speaking countries into the teaching materials. This step is taken not only to provide students with the opportunity to practice English in a broader context but also to broaden their perspectives on global cultural diversity. Through reflection on these cultures, it is anticipated that students will develop a greater understanding of and respect for cultural diversity and differences. This approach reflects the research commitment to fostering sustainable English language skills development and the formation of an inclusive global outlook among students.

Several studies have explored the implementation of intercultural language learning as a strategy to enhance learners' competencies across the four fundamental language skills: writing, reading, speaking, and listening (Haerazi et al., 2023, 2018; Haerazi & Irawan, 2020a). These investigations, while pivotal in foregrounding the role of intercultural understanding in language acquisition, have predominantly focused on the theoretical design of learning models centered around intercultural knowledge. They have not extended their scope to include the development of teaching materials that leverage the local cultural wisdom of the learners. This gap in the research landscape forms the impetus for the current study, which seeks to innovate by incorporating a dual-focused approach.

This research sets itself apart by employing an intercultural language learning approach, augmented with the development of teaching materials enriched with

the local wisdom of the Sasak ethnic group—a culture with which a significant portion of the student population identifies. The novelty of this study resides in its utilization of local cultural insights as a practical application of the intercultural language learning approach. This method is aimed at not only fostering intercultural competencies but also at enhancing speaking skills among learners. By integrating Sasak cultural wisdom into the curriculum, the study endeavors to provide a more relatable and engaging learning experience, thereby facilitating a deeper connection between the learner and the language.

Based on the discussion above, the current study formulates research questions as follows: what is the quality of the English teaching materials based on local wisdom like in improving EFL students' intercultural competencies and speaking skills? What are the EFL students' responses to the implementation of the English teaching materials based on local wisdom?

Research Methodology

Research Design

This study adopts a mixed-method concurrent embedded design to thoroughly investigate the impact of using English teaching materials based on local wisdom on students' intercultural competences and speaking skills. By employing this design, the research seamlessly integrates quantitative and qualitative data, ensuring a comprehensive analysis of the effects of the educational intervention (Cohen et al., 2018). The quantitative data, pivotal to this investigation, are derived from the outcomes of experimental activities. Specifically, these data include the students' intercultural scores, which measure the extent to which the students have developed an understanding and appreciation of different cultures, and their speaking achievement, which assesses their proficiency in using English as a means of communication. Parallel to the quantitative analysis, qualitative data are meticulously collected to gain deeper insights into the students' experiences and perceptions regarding the implementation of the teaching materials. This qualitative component is primarily sourced from students' responses, providing a rich, narrative understanding of how the materials influence their intercultural competences and speaking skills.

Research Participants

The study focuses on a specific demographic: tenth-grade students attending senior high schools in Mataram. These participants are within the age range of 14 to 15 years, selected for their uniform level of English proficiency and their notable motivation towards learning the language. This selection criterion is substantiated by their collective English achievement, evidenced by an average score of 78, indicating a baseline of competence and eagerness to improve in English. Prior to the commencement of the research activities, meticulous steps are undertaken to ensure ethical standards are upheld. A formal written informed consent process is integral to these preparatory steps. Each participant, along with their guardians, is provided with detailed documentation that clearly outlines the study's objectives, the procedures to be followed, and the rights of the participants. This document emphasizes the voluntary nature of their involvement, ensuring that participants are fully informed and agree to partake in the study without any coercion. The inclusion of such a consent process aligns with the school's strict ethics protocol, reinforcing the commitment to uphold the highest standards of research ethics. Moreover, the study's design, ethical considerations, and the consent procedure undergo rigorous scrutiny by the senior high school's ethics committee.

Data Analysis

In this study, the approach to data analysis is meticulously designed to align with the nature of the data collected, ensuring that both qualitative and quantitative data are examined through appropriate and rigorous methodologies. This bifurcated analysis strategy is fundamental for a comprehensive understanding of the research findings, reflecting the study's mixed-method design. The qualitative data, consisting of participants' responses and reflections, will be explored through qualitative analytical procedures. This involves a detailed thematic analysis, where the data are meticulously coded and categorized into themes that emerge organically from the participants' narratives. Conversely, the quantitative data, which include scores from experimental activities such as intercultural competence assessments and speaking proficiency tests, will be subjected to statistical analysis. This involves the use of descriptive and inferential statistics to quantify the effect of the teaching materials on the measured outcomes. Statistical methods such as mean scores, standard deviations, and possibly more sophisticated analyses like t-

tests and ANOVA, are employed to examine differences, trends, and relationships within the data. This rigorous computational approach ensures that the quantitative aspect of the study is analyzed with precision, providing objective, measurable evidence of the teaching materials' effectiveness.

Findings and Discussion

Findings

The Effect of ELT Materials Based on Sasak Local Wisdom

In order to assess the impact of the ELT materials, researchers employed an experimental study utilizing a pretest-posttest control group design. This approach allowed for a systematic comparison of the learners' abilities both before and after the implementation of the ELT materials, which were carefully integrated with Sasak local wisdom. Specifically, the study focused on evaluating the learners' intercultural competences and speaking skills. These were assessed at two key points: prior to the exposure to the Sasak-infused materials and following their use, thereby providing insight into any improvements or changes in these areas. The results of these assessments, as presented in Table 1, clearly illustrate the learners' achievements in terms of their intercultural competences and speaking skills, highlighting the overall effectiveness of the materials used in the study.

Table 1. Learners' intercultural competences and speaking skills achievement

Teaching Groups	Competences/Skills		Mean Scores
Experimental Group	Learners' Intercultural Competences	Pre-test	73
		Post-test	80
	Learners' Speaking Skills	Pre-test	72
		Post-test	82
Control Group	Learners' Intercultural Competences	Pre-test	73
		Post-test	77
	Learners' Speaking Skills	Pre-test	72
		Post-test	77

Table 1 showed that the data compares the mean scores of learners' intercultural competences and speaking skills in both the experimental and control groups, measured through pre- and post-tests. The primary objective of the comparison is to assess the effectiveness of English Language Teaching (ELT) materials based on Sasak local wisdom in improving these competencies. The

findings show significant differences between the two groups, which indicate the impact of the intervention on learners' performance. In the experimental group, which used the Sasak-based ELT materials, learners demonstrated a marked improvement in their intercultural competences. The integration of local wisdom into the curriculum appears to have enhanced learners' ability to navigate cultural differences, a key component of intercultural competence. In terms of speaking skills, the experimental group exhibited an even more pronounced improvement. The culturally relevant materials may have provided learners with more meaningful and engaging content, thereby facilitating their speaking development. The learners' achievements of intercultural competences can be presented in Figure 1.

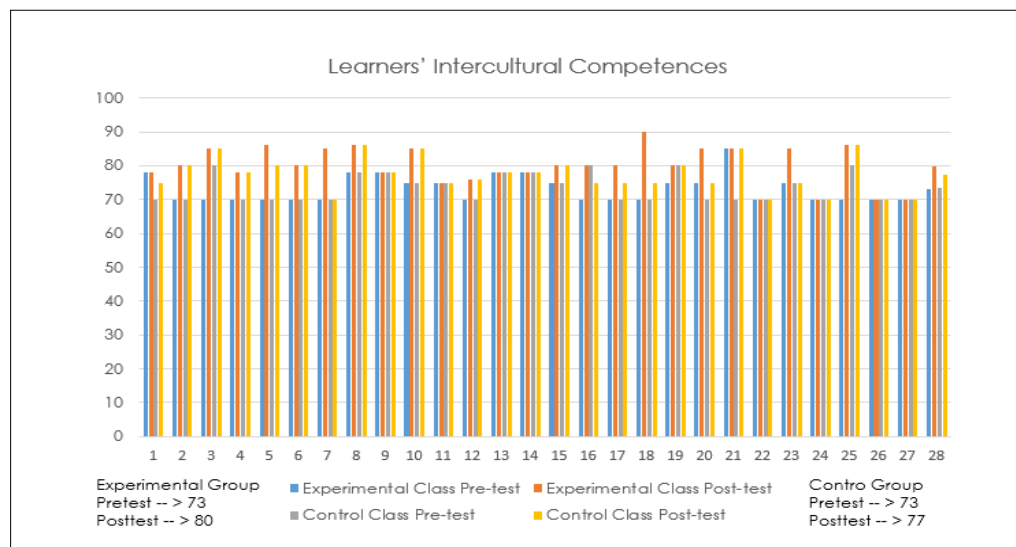


Figure 1. Learners' Achievements of Intercultural Competences

Although this indicates some progress, Figure 1 is notably less than the improvement seen in the experimental group. This suggests that the standard materials used by the control group were less effective in fostering intercultural competence compared to the Sasak-based ELT materials. Similarly, the control group experienced a smaller improvement in speaking skills. Their mean score increased from 72 in the pre-test to 77 in the post-test. It is presented in Figure 2.

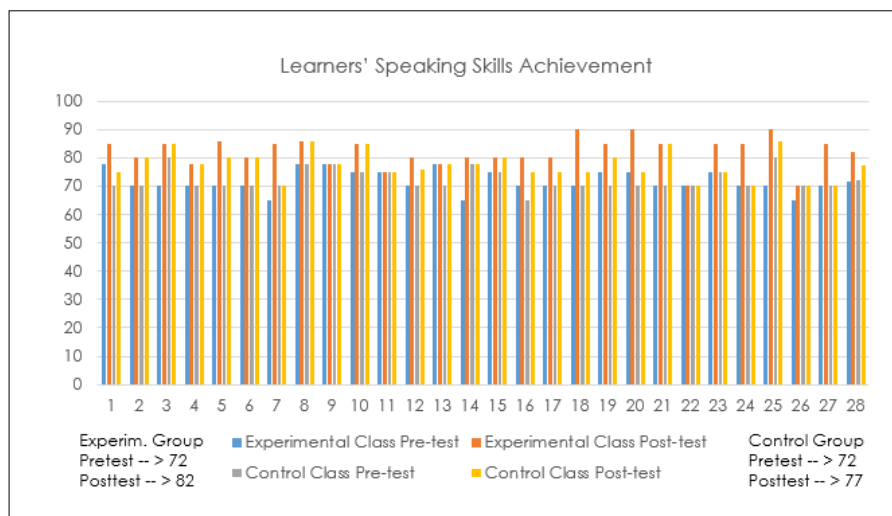


Figure 2. Learners' Achievements of Speaking Skills

Figure 2 demonstrates some enhancement in speaking abilities, the improvement is not as significant as that of the experimental group, further reinforcing the positive impact of integrating Sasak local wisdom into ELT materials. Other words, the data indicate that the ELT materials based on Sasak local wisdom had a greater effect on both intercultural competences and speaking skills than the standard materials used in the control group. To make sure the significant differences between learners' intercultural competences and speaking skills achievement in both groups, researchers followed t-test analysis. Table 2 presented the t-test analysis using SPSS assistance.

Table 2. The Results of T-test Analysis

Intercultural Competences	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Equal variances assumed	0,780	1,753	52	0,004	2,556	1,458	-0,369	5,480
Post-test		1,753	51,503	0,006	2,556	1,458	-0,370	5,481
Equal variances not assumed								
Speaking Skills	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

	Equal variances assumed	0,804	3,316	52	0,002	4,667	1,407	1,843	7,491
Post-test	Equal variances not assumed		3,316	51,945	0,002	4,667	1,407	1,843	7,491

The results of the t-test analysis in Table 2 reveal significant improvements in both intercultural competencies and speaking skills among learners in the experimental group, who were taught using ELT materials based on Sasak local wisdom, compared to those in the control group. These findings indicate that the ELT materials had a positive impact on both aspects of learning, although the effect on speaking skills was more pronounced. The mean difference in speaking skills between the experimental and control groups was 4.667 points, demonstrating a substantial improvement. This suggests that the culturally contextualized materials provided learners with opportunities for meaningful and engaging practice in spoken language, likely through the incorporation of familiar cultural themes and contexts.

The effect of intercultural competences on speaking skills is recognized through Anova analysis. Before doing Anova analysis, the homogeneity test is carried out. Based on the initial analysis, the test results present the Levene's test for variances across groups with regard to the speaking variable. The test of the variances in speaking scores are equal across the different groups. Table 3 presents the Anova analysis results.

Table 3. The Results of Anova Analysis

Speaking Skills					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	525,038	2	262,519	32,676	0,000
Within Groups	192,814	24	8,034		
Total	717,852	26			

The ANOVA test for the speaking variable provides insights into whether there are significant differences in speaking scores between groups. The F-statistic, calculated as the ratio of the between-group mean square to the within-group mean square, is 32.676. This value is used to assess whether the between-group variability is significantly greater than the within-group variability. The associated significance value (Sig.) is .000, indicating that this result is highly statistically significant. In other words, the ANOVA results demonstrate that there is a significant difference in speaking scores between the groups, as the observed variability between the groups is much larger than the variability within the groups. This finding suggests that the groups differ meaningfully in their speaking performance. Based on the results, the analysis is continued to post hoc test in multiple comparisons. Table 4 presents the results of comparison.

Table 4. Multiple Comparison of the effect of Intecultural competences on Speaking Skills

Dependent Variable: Speaking Skills Bonferroni						
Intercultural competences		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Very high	High	6.347*	1,425	0,000	2,68	10,01
	Low	16.733*	2,070	0,000	11,41	22,06
High	Very high	-6.347*	1,425	0,000	-10,01	-2,68
	Low	10.386*	1,761	0,000	5,85	14,92
Low	Very high	-16.733*	2,070	0,000	-22,06	-11,41
	High	-10.386*	1,761	0,000	-14,92	-5,85

*. The mean difference is significant at the 0.05 level.

Table 4 indicates whether the differences in speaking scores between the various intercultural groups are statistically significant. In all pairwise comparisons, the Sig. value is 0.000, which is well below the conventional threshold of 0.05. This indicates that the mean differences between the groups are statistically significant for every comparison made. For example, when comparing the "very high" and "high" intercultural groups, the Sig. value of 0.000 shows that the difference in their mean speaking scores is statistically significant. Similarly, the significant results continue for comparisons between "very high" and "low," "high" and "low," and the reverse comparisons, meaning that each intercultural group shows a significant difference in speaking scores when compared to the others. These results suggest that there are substantial and meaningful differences in speaking performance across all the intercultural groups.

Learners' Feedback of the ELT materials based on Sasak local wisdom

The learners' feedback on the implementation of ELT materials based on Sasak local wisdom has been overwhelmingly positive, with their opinions centering on several key aspects of the teaching and learning process. Table 5 presented the summary of learners' feedback on the ELT materials.

Table 5. Results of Learners' Feedback on Implementing the ELT Materials Based on sasak Local Wisdom

Research Interview Items	Learners' Feedback
Teaching steps	Possitive
Teaching materials	Attractive, engaging
Teachers' roles in instructional processes	Possitive
Learners' roles in instructional processes	Attractive, engaging

Regarding the teaching materials, learners highlighted their relevance and practical application. Materials that reflected aspects of Sasak culture, such as local traditions, stories, and values, provided learners with a sense of ownership over their learning process, as they felt the lessons connected their personal and cultural identity to their language learning goals. In terms of the teacher's role, learners emphasized the importance of the teacher as a guide and facilitator during the lessons. Teachers who skillfully incorporated Sasak local wisdom into the curriculum were praised for making the lessons more engaging and easier to understand. Learners also reflected on their own roles in the learning process.

Discussion

The purpose of this study is twofold. First, it seeks to examine the effectiveness of ELT materials that incorporate Sasak local wisdom in enhancing learners' intercultural competence and speaking skills. These two aspects are explored within the framework of developing students' profiles as Pancasila learners, a concept rooted in Indonesia's educational philosophy, which emphasizes moral and cultural values (Umar et al., 2023). Second, the study aims to assess the learners' feedback on the use of these ELT materials. Specifically, it investigates how students perceive the integration of Sasak local wisdom in their English language learning and how it impacts their overall learning experience, with a focus on intercultural understanding and speaking proficiency. By exploring both the effectiveness of the materials and the learners' responses, the study provides a comprehensive evaluation of the role that culturally relevant ELT materials play in developing key competencies in students.

ELT Materials based on Sasak Local Cultures

Implementing local wisdom-based English Language Teaching (ELT) materials in speaking classes offers learners significant opportunities to enhance their communication skills. By centering lessons around local culture, learners engage with topics that are both familiar and personally meaningful, which encourages active participation in discussions (Haerazi & Nunez, 2022; Shin et al., 2011). Initially, students are introduced to various aspects of their local culture, which serves as the foundation for the learning process. This culturally relevant content helps them

connect more deeply with the material and facilitates natural conversation. During these discussions, students are encouraged to exchange ideas with one another, practicing their speaking skills in a context that feels comfortable and engaging.

As learners interact, they work in pairs or groups to check each other's pronunciation and expand their English vocabulary. This peer-based correction and learning process reinforces their speaking skills, as students become more conscious of the nuances of pronunciation and language use (Al-Sabbagh et al., 2019; Hidayatullah & Haerazi, 2022). Additionally, words from their local language are translated into English, providing an opportunity to bridge their native linguistic knowledge with the target language. These discussion sessions serve as a practical platform for learners to apply new vocabulary and practice language structures in real-time communication.

Additionally, local cultures learners by learners encompass a variety of topics closely related to the popular culture among students, including the folklore of Princess Mandalika, traditional wedding ceremonies, artistic performances such as the Gendang Beleg, and local specialty foods. These topics were not selected at random; instead, they were strategically designed to aid learners in enhancing their English language capabilities, particularly in the context of speaking. Some English words are acquired from the translation activities from local to English. It aims to add learners' vocabulary acquisition. This approach aligns with the argument by Lukman (2024), who suggests that the more new English words learners acquire, the more fluent they become in the language. By consistently expanding their vocabulary and applying it in meaningful conversations, students not only improve their speaking skills but also gain confidence in their ability to use English in various contexts.

The integration of local wisdom-based materials into English speaking teaching creates a dynamic and interactive learning environment that enhances both language acquisition and communication skills in a culturally relevant manner (Akmalia & Laila Zulfa, 2022; Mostafaei Alaei & Aghblagh, 2020). By incorporating familiar cultural elements, learners are more engaged, as the material reflects their lived experiences and promotes meaningful conversation. However, for students to fully benefit from such an approach, intercultural competences are equally important (Burns & García, 2022; Raigón-Rodríguez, 2018). The findings showed these

competences enable learners to not only appreciate and understand their own local cultures but also to respect and engage with diverse global cultures, particularly the target cultures of English-speaking communities.

In the context of this study, intercultural competences play a crucial role in shaping how learners perceive both their local culture and the cultures of English-speaking countries. In distributing various cultural topics, The competences serve as a guide, helping learners navigate the complexities of cross-cultural communication by developing an awareness of cultural differences and similarities. It is supported by Haerazi' findings (2022) in which Intercultural competences encompass several key elements, including cultural knowledge (of both local and target cultures), attitudes toward cultural diversity, and essential skills such as interpreting cultural meanings and interacting appropriately in different cultural contexts. In ELT speaking classes, these competences become particularly important, as they allow learners to express themselves more effectively and appropriately in English.

The effectiveness of intercultural learning in thi study aligns with the findings of Moghaddam and Tirnaz (2023), who emphasizes that English as a Foreign Language (EFL) learners benefit from mastering the cultural knowledge of native English speakers, particularly those from "inner circle" countries such as the United States, the United Kingdom, and Australia. By gaining insight into the norms, values, and communication styles of these English-speaking cultures, learners are better equipped to communicate fluently and appropriately with native speakers (Haerazi et al., 2018; Lewis et al., 2016). This cultural understanding not only enhances their language proficiency but also fosters more meaningful and respectful interactions across cultural boundaries.

Integrating local wisdom-based materials in ELT provides a culturally relevant and engaging learning experience, but it must be complemented by a strong focus on developing intercultural competences. These competences help learners to bridge the gap between their local culture and the target culture, facilitating smoother and more effective communication in English-speaking environments (Haerazi, 2023; Porto, 2014; Shin et al., 2011). For instance, speaking aspects, such as expressing ideas, comprehension, vocabulary, grammatical knowledge, fluency, and pronunciation, are trained in cultural discussion. In doing so, researchers involved learners in problem-based learning activities and group discussion.

Therefore, learners are able to improve their intercultural competences and speaking skills with various cultural topics provided.

Learners' Feedback on ELT Materials Based on Sasak Local Wisdom

Learners' feedback on local culture-based EFL materials reflects a strong positive response to the integration of cultural elements into language learning. One of the main reasons for this positive feedback is the sense of relatability that these materials bring to the learning process. By incorporating aspects of their own cultural background into the curriculum, learners feel more connected to the material, which makes the process of acquiring a new language more engaging and relevant to their lives. This connection to familiar cultural contexts helps alleviate some of the anxiety often associated with learning a foreign language (Moghaddam & Tirnaz, 2023; Mostafaei-Alaei & Aghblagh, 2020), creating an environment where learners are more comfortable and open to practicing their skills.

The use of local culture-based materials facilitates a deeper engagement in classroom discussions, particularly in speaking activities. Learners report feeling more confident and motivated to participate when the topics align with their own cultural experiences. For instance, when lessons involve discussing traditional customs, local festivals, or cultural practices that students are already familiar with, they are more likely to contribute meaningfully to discussions. This engagement directly supports the development of speaking skills, as learners are given frequent opportunities to express their thoughts in English (Anabel & Simanjuntak, 2022). As they converse on topics they are passionate about or have firsthand knowledge of, their fluency improves naturally through practice (Llinares, 2021). The familiar cultural context reduces the cognitive load of grappling with entirely new content, allowing students to focus more on their language production and less on comprehending foreign concepts.

Moreover, the positive influence of local culture-based materials extends beyond basic language skills, impacting learners' intercultural competence in meaningful ways. The integration of local cultural elements alongside aspects of target cultures—such as those of English-speaking countries—encourages learners to draw comparisons between their own culture and that of the target language ((Burns & García, 2022; Haerazi & Nunez, 2022)). This process fosters a deeper understanding of how culture shapes communication styles, values, and behaviors,

both within their local community and in broader global contexts. Learners begin to appreciate the complexity and richness of cross-cultural communication, recognizing that language is not merely a tool for exchanging words, but a medium for conveying cultural identity and understanding.

Feedback from learners suggests that these materials help them develop a greater sense of cultural awareness and sensitivity. By exploring the intersections between their local culture and the English-speaking world, learners enhance their ability to navigate and interpret cultural nuances (Afifah & Devana, 2020). This heightened awareness is essential for effective communication in diverse settings, as it enables learners to better understand cultural norms and behaviors that may differ from their own. For instance, students might explore how greetings, gestures, or communication styles vary between their culture and English-speaking cultures, equipping them with the skills needed to interact more appropriately and respectfully in cross-cultural contexts.

Additionally, the feedback highlights how local culture-based materials provide a bridge between language learning and personal identity as Pancasila learners' profile. For many learners in the study, language acquisition is not merely an academic pursuit but a means of expressing their cultural identity in a broader, international context. The ability to discuss aspects of their own culture in English allows learners to share their heritage with others, fostering a sense of pride and confidence (Haerazi & Irawan, 2020b; Safitri & Sugirin, 2019). This practice not only boosts their speaking skills but also deepens their connection to both their native and target languages.

In contrast to traditional EFL materials, which often focus solely on the target culture and language, local culture-based materials offer a more balanced and inclusive approach to language learning (Erickson, 2022; Safitri & Sugirin, 2019). Rather than positioning the learner as an outsider trying to assimilate into a foreign culture, these materials encourage students to see themselves as active participants in intercultural dialogue. By acknowledging and incorporating their own cultural perspectives, learners feel empowered to contribute to conversations about global issues from their unique vantage point. This, in turn, enriches the learning experience, as learners are not simply memorizing vocabulary and grammar rules but are engaging in meaningful, culturally-informed communication.

Conclusion and Suggestion

The integration of Sasak local wisdom-based English Language Teaching (ELT) materials has demonstrated significant effectiveness in enhancing learners' intercultural competence and speaking skills. By embedding culturally relevant content into the language learning curriculum, students are able to engage more deeply with the material, fostering a more relatable and dynamic learning environment. The use of local cultural topics allows learners to connect with their own heritage, which not only enhances their motivation to participate in speaking activities but also boosts their confidence in expressing ideas in English. This familiarity with the content encourages a natural flow of conversation, reducing the cognitive load often associated with learning foreign language structures and vocabulary.

Moreover, the integration of intercultural competences into the local wisdom-based ELT materials plays a crucial role in shaping learners' understanding of both local and global cultures. Through the comparison of Sasak cultural elements with those of English-speaking countries, learners gain a deeper appreciation of cultural diversity, which is essential for effective cross-cultural communication. This heightened cultural awareness enables students to navigate cultural differences more thoughtfully and respectfully, thereby fostering their ability to communicate appropriately in diverse settings. Learners' feedback underscores the importance of these intercultural competences, as they not only contribute to the development of speaking skills but also enhance learners' ability to interpret and interact with different cultural norms. By empowering learners to explore and articulate their own cultural identities within the framework of global communication, these materials cultivate both linguistic and cultural competencies. The overall impact of local culture-based ELT materials is thus twofold: they improve language proficiency while fostering intercultural competence, preparing learners to become effective communicators in both local and global contexts.

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