

***Exploring The Need For Developing An English Workbook Integrating Madurese Culture In Elementary School***

***Menelaah Kebutuhan Pengembangan Buku Kerja Bahasa Inggris Yang Mengintegrasikan Budaya Madura Di Sekolah Dasar***

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Received : 10 Mei 2026, Revised : 13 Juni 2026, Accepted : 4 Juli 2026.

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**ABSTRACT**

*The purpose of this research is to ascertain the needs students have about English workbooks that incorporate Madurese culture in order to teach English to elementary school students. The survey method was employed in this study. Interviews and student needs surveys were employed as data gathering tools. Twenty Elementary School children in the first semester of SDN Paseyan 1 Sampang Madura, particularly in the academic year 2025/2026, and an English teacher became research subjects. The interview results were evaluated descriptively, while the questionnaires were assessed based on percentages. The questionnaire includes questions about Madurese culture-based learning, English-language instruction in schools, and literature used in the classroom. The findings reveal that the majority of SDN Paseyan 1 Sampang students agreed that English workbook incorporating Madurese culture is needed.*

**Keywords:** Need Analysis, English, workbook and culture.

**ABSTRAK**

Penelitian ini bertujuan untuk mengidentifikasi kebutuhan siswa terkait buku kerja bahasa Inggris yang mengintegrasikan budaya Madura sebagai sarana pembelajaran bahasa Inggris bagi siswa sekolah dasar. Penelitian ini menggunakan metode survei, dengan wawancara dan survei kebutuhan siswa sebagai instrumen pengumpulan data. Subjek penelitian terdiri dari dua puluh siswa kelas satu SDN Paseyan 1 Sampang, Madura, pada tahun ajaran 2025/2026, serta seorang guru bahasa Inggris. Hasil wawancara dianalisis secara deskriptif, sedangkan data kuesioner diolah berdasarkan persentase. Kuesioner tersebut mencakup pertanyaan mengenai pembelajaran berbasis budaya Madura, pengajaran bahasa Inggris di sekolah, dan materi ajar yang digunakan di kelas. Hasil penelitian menunjukkan bahwa sebagian besar siswa SDN Paseyan 1 Sampang sepakat bahwa buku kerja bahasa Inggris yang memuat unsur budaya Madura diperlukan.

**Kata Kunci:** Analisis Kebutuhan, Bahasa Inggris, Buku Kerja, Dan Budaya.

**1. Introduction**

The Indonesian government realizes the importance of English in the globalization era. Therefore, the policy of including English as one of the subjects taught since elementary school in the “Merdeka Belajar” curriculum is a future-oriented policy in accelerating the birth of superior, characterful and globally competitive Indonesian human resources. The implementation of English subject in elementary schools as mandated by the “Merdeka” curriculum should be followed up seriously. One follow-up that teachers can undertake to enhance the learning process is creating instructional materials.

Instructional materials were developed by sorting out the material according to the demands of the learning indicators (Cyndi Olivia & Ryzal Perdana, 2022). Teachers

can better relate the information they teach to students' real-world experiences by using contextual instructional materials, which also assist students find connections between what they learn in the classroom and how they might apply it to their lives as members of society. To draw in the students and give instruction a more authentic or contextual experience, teachers can use cultural information. Since language and culture are inseparable today, it is crucial to incorporate cultural elements into educational materials (Haerazi & Irawan, 2019).

Indicating that language cannot be separated from culture or viceversa. The integration of local culture in ELT is increasingly practiced particularly in non English speaking countries. Local culture is not regarded as the obstacle in foreign language learning; it is however seen as the tool that helps language learners to acquire a new language. Fijriyah (2023) states that each culture functions as learning tool to develop mental function in learning. According to Ajawaila (2003) local culture is the original culture of a certain group of people that also characterizes the culture of a local community group. According to Abdullah (2006), the definition of culture is almost always tied to the physical boundaries and geographical. There are some ways to insert local culture in teaching material (Jayadi et al., 2024); the teachers insert local culture in the forms of ideas (norms, moral, ethnics and religious values), activities (traditional ceremonies), and artifacts (historical or tourism places, food, and stories).

According to Tomlinson (2011), good teaching materials are teaching materials that adapt to the conditions of the area where the learning process takes place. This means that good teaching materials must be related to the environment and the daily lives of students who use the teaching materials. However, this curriculum shift means that many teachers use existing learning materials such as learning using workbook issued by national publishers, where the student workbook is still not contextual.

A growing body of research has reported positive impacts of integrating local culture into English language teaching. Azhary & Fatimah (2024) stated that the integration of local culture in the activity of learning possibly gave some benefits. It can raise learner's consciousness of local culture by relating the topic effectively in learning. So, it is very important to be applied in teaching English as foreign language in Indonesian context.

Moreover, several studies have been carried out by previous researchers regarding the development of English teaching materials in elementary schools, including research by Yusuf Demir in 2012 with the title "The Effect of Background Knowledge and Cultural Nativization on Reading Comprehension and Vocabulary Inference". This research aims to determine the relationship between prior knowledge and cultural familiarity on the reading comprehension of the sixth grade elementary school students in Turkey. This research concluded that texts that contain contextual events or something that the reader has experienced have a positive effect on reading comprehension skills. Students who reading using texts whose content is close to theirs get higher scores in reading comprehension.

Although several studies have explored the integration of local wisdom into English language education in Indonesia, limited attention has been devoted to Madurese culture as the primary context for developing English instructional materials for elementary schools (Fijriyah, 2023). Existing commercial English workbooks commonly used in Indonesian primary schools tend to emphasize universal or national themes while providing minimal representation of local cultural content (Tomlinson,

2011; Widodo et al., 2018). Consequently, teachers often rely on supplementary explanations and self-developed materials to contextualize learning according to students' socio-cultural backgrounds (Cunningsworth, 1995). This situation creates a mismatch between curriculum expectations, students' contextual learning needs, and the instructional resources available in classrooms, reducing opportunities for meaningful and culturally responsive language learning.

Conducting a needs analysis is therefore a crucial initial stage in instructional material development. Macalister & Nation (2019) argue that needs analysis serves as the foundation for curriculum and materials development because it enables educators to identify learners' expectations, teachers' instructional challenges, existing learning resources, and contextual factors influencing learning effectiveness. Information obtained from both teachers and students serves as empirical evidence for designing instructional materials that are pedagogically appropriate, culturally meaningful, and responsive to learners' characteristics (Tomlinson, 2013). In the context of English language teaching for young learners, needs analysis provides valuable guidance for developing workbooks that are relevant not only to curriculum requirements but also to learners' cognitive development, learning motivation, and socio-cultural environments (Pinter, 2017).

Based on the above considerations, this study aims to explore teachers' and students' needs regarding the development of an English workbook integrating Madurese culture for primary schools. Specifically, the study investigates students' perceptions of existing English learning materials, teachers' experiences in implementing contextual English instruction, and the expected characteristics of an English workbook that incorporates Madurese cultural content. The findings are expected to provide empirical foundations for developing culturally responsive English instructional materials that support meaningful English learning while preserving local cultural heritage in Indonesian primary education.

**2. Metodology**

This study employed a descriptive survey design to explore teachers' and students' needs regarding the development of an English workbook integrating Madurese culture for primary schools. A survey design was considered appropriate because it enables researchers to investigate participants' perceptions, experiences, and expectations toward instructional materials in authentic educational settings (Creswell, 2014). To get the answers of the research questions, a survey was distributed to the fifth grade elementary school students in the first semester at SDN Paseyan 1 Sampang Madura exactly in the academic year 2025/2026. There were 20 students who involved in that survey. The spesification table of the questionnaire shows ini Table 1. There are 4 aspects and 8 statements.

**Table 1. Spesification table of questionnaire of students' needs**

No	Aspects	Statement
1	The importance of English	• English subject is important.
2	Learning English at school	• The learning of English at school is interesting.
3	English book	• The used of the book is easy to understand.

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4	Learning based on Madurese culture	<ul style="list-style-type: none"><li>• The English book is interesting.</li><li>• Teachers always associate learning English with Madurese Culture.</li><li>• Students know about Madurese Culture.</li><li>• Students like learning based on Madurese Culture.</li><li>• English lesson taught with Madurese will be interesting.</li></ul>
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Furthermore, to confirm the students' responses in the questionnaire, the researcher invited some students and the teacher to be interviewed. After collecting the data, the next stage was analyzing the data. Based on the view of Bogdan & Biklen (1997) and Creswell (2014), data analysis is the process of systematical searching and arranging the interview transcript, field-notes, questionnaire, and other materials which were accumulated to obtain the comprehensive understanding of them into manageable units, synthesizing, and formulating the patterns. All of the data gained from the observation field note, questionnaire, and interview were analyzed descriptively.

### 3. Literature Review

#### English Language Teaching for Young Learners

Teaching English to young learners requires instructional materials that are appropriate to children's cognitive development, interests, and daily experiences. According to Cameron (2001), children learn English more effectively when learning activities are meaningful and connected to familiar contexts. Similarly, Pinter (2017) emphasizes that English instruction for young learners should encourage active participation and meaningful communication. In Indonesia, the implementation of English in the Merdeka Curriculum encourages teachers to design learning materials that improve students' English competence while promoting character education and cultural awareness. Therefore, learning resources should be contextual and relevant to learners' social and cultural environments.

#### English Workbook as Instructional Material

Instructional materials are essential components of successful language learning. A workbook provides structured exercises that allow students to practice language skills independently while reinforcing classroom learning. Tomlinson (2013) states that teaching materials should facilitate meaningful language learning, while Cunningsworth (1995) argues that instructional materials should correspond to learners' needs, curriculum objectives, and classroom contexts. Therefore, workbook development should consider learners' characteristics and teachers' instructional needs rather than depending solely on commercially available textbooks.

#### Local Culture in English Language Teaching

Language and culture are closely interconnected because language reflects cultural values and social practices. Integrating local culture into English language teaching enables students to learn English while strengthening their cultural identity. Gay (2018) explains that culturally responsive teaching increases students' engagement by connecting learning activities with their backgrounds and experiences. Likewise,

Widodo et al. (2018) argue that English instructional materials should develop communicative competence while preserving local cultural values.

Madurese culture offers rich resources that can be integrated into English learning, including Karapan Sapi, *Tanean Lanjhang*, Batik Madura, traditional foods, local tourism, and folklore. These cultural elements provide authentic contexts that make English learning more meaningful and enjoyable. Fijriyah (2023) also states that integrating Madurese culture into instructional materials contributes to both language learning and the preservation of local cultural heritage.

### Needs Analysis

Needs analysis is the foundation of instructional material development because it identifies learners' needs, teachers' expectations, and classroom conditions. Macalister & Nation (2019) explain that needs analysis provides essential information for designing effective curricula and teaching materials. Similarly, Reed et al. (2009) emphasizes that instructional materials should be developed based on empirical data collected from teachers and learners to ensure their relevance and effectiveness.

Previous studies have reported positive impacts of integrating local culture into English language teaching. Demir (2012) found that culturally familiar learning materials improved students' reading comprehension and vocabulary because learners could relate new knowledge to their prior experiences. Other studies also indicate that local wisdom-based English materials enhance students' motivation, participation, and cultural awareness (Widodo et al., 2018).

However, research specifically focusing on English workbooks integrating Madurese culture for primary school students remains limited. Most English workbooks used in elementary schools still emphasize national or global themes with minimal representation of Madurese culture. As a result, teachers frequently need to provide additional explanations to contextualize learning. This situation highlights the need to develop culturally responsive instructional materials that align with students' socio-cultural backgrounds. Therefore, conducting a needs analysis is an essential first step in developing an English workbook integrating Madurese culture to support meaningful English learning while preserving local cultural heritage.

### 3. Result and Discussion

The finding of the students' needs in English Workbook integrated Madurese Culture to teach English for Elementary School Students seen from several aspects. Table 1 shows the first aspects of assessing students' needs of English Workbook based on Madurese Culture. The first aspect is about the importance of English for Elementary school students that shows in Table 2 below.

**Table 2. The importance of English**

No	Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	The importance of English for Elementary school students	40	50	5	5

Table 2 showed that 40% of the students strongly agree and 50% of the students agree that learning English is very important for them. It means that most of them realized how important English lesson is. However, when we looked at the following

aspect, related to the English learning at school in Table 3, we can find that there was a problem in learning English in that class.

**Table 3. Students’ opinions in English learning at school**

No	Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	The learning of English at school is interesting	5	10	60	15

Table 3 showed that English learning in the school is not interesting. Through interviews with students, less interesting learning English at school due to less interesting workbook used. In addition, students also reasoned there were too much English materials that make English learning was not interesting and difficult. Workbook is very important in teaching and learning process because it is one of the learning resources used in schools. English workbook was used by all of students during the lesson as well as at homework. Table 4 showed the students’ opinions about the use of English workbook at schools.

**Table 4. Students’ opinions about English workbook at school**

No	Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	The English book at school is interesting.	5	25	55	15
2	The used English workbook is easy to understand.	5	10	60	25

Table 4 above shows the result of students’ perception of the use of workbooks in the learning process. It showed that more than half of students stated that they disagree if the workbook used were easy to understand. Based on interviews conducted with the students, they lack understanding of workbook that used, the learning methods by teachers still conventional and less motivating students. In addition, workbook was not interesting so students are reluctant to read the workbook except during the class. This is in accordance with the next statement which indicates that the textbook used is less attractive to students.

The use of English workbook can also be integrated to Madurese culture. Table 5 showed that the students’ opinions about the use of Madurese culture in learning English.

**Table 5. Students’ opinions on learning based on Madurese culture**

No	Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	Teachers always associate learning with Madurese Culture	5	20	40	35
2	Students know about Madurese Culture	45	40	15	-
3	Students like learning based on Madurese Culture	35	50	5	10
4	English lesson taught with Madurese will be interesting	40	50	5	5

Based on table 5, it can be seen that majority of the students stated that teachers still rarely connected English lesson and Madurese culture. Based on interviews with the teacher it was known that teacher only associate learning with the materials that provided from one of the publisher. The teacher has never associated learning with existing Madurese culture. In fact, 50% of students liked learning based on Madurese culture. Through the questionnaire, it was also known that the majority of students know about Madurese culture and just 15% students did not know. Most students agreed that English lesson taught with Madurese will be interesting. Moreover, based on the interview with the teacher, she also agreed that learning associated with Madurese will assist students in understanding the material. In addition, it can help preserve Madurese culture. Referring to the previous explanation, it would be more advantageous to insert the local culture or local wisdom values in English language learning. The integration of local wisdom can be an alternative way in introducing the students' cultural background and identity (Sudartini, 2012).

#### 4. Conclusion

This study explored teachers' and students' needs regarding the development of an English workbook integrating Madurese culture for primary schools. Based on the research finding, we can conclude that majority of the students at the fifth grade, SDN Paseyan 1 Sampang agreed that English materials based on Madurese culture was needed. They also were interested in joining the English class. Further, the students and the teacher assumed that the implementation of Madurese culture-based teaching materials as a good way to preserve local wisdom notably in Madurese tradition. For the recommendation, it is important to develop a further product of culture-based English learning workbook because there will be so many positive values and benefits. The results of this research were for preparing the developing English Workbook Integrated Madurese Culture. Moreover, it is also suggested to the next researcher to analyze students' perception toward the workbook and explore the long-term impact and scalability of the developed product.

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