

## INTEGRATING LOCAL CULTURE IN ENGLISH LEARNING: DEVELOPING ESP MATERIALS FOR ARTS EDUCATION STUDENTS

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**Abstract:** The current ESP materials for Arts Education are lacking in localized content, emphasizing the need to integrate regional cultural elements. This study aims to design a culturally-based English textbook for Arts Education students. The research applies Culturally Relevant Pedagogy (CRP) and Content and Language Integrated Learning (CLIL) to the ADDIE framework to improve English competence and local culture appreciation. A needs analysis of 36 students found that 82.35% have basic English skills and low speaking confidence. Multimedia elements, culturally relevant themes, and practical ways of integrating English learning into artistic surroundings were popular with students. Experts validated content relevancy and linguistic accuracy but suggested simplifying idioms and adding cultural examples for accessibility. The initial trials of the two chapters were moderately effective, scoring 3.39 for relevance and 3.89 for clarity. Changes improved cultural integration and interactivity. Two trials with six amended chapters showed considerable gains in clarity and relevance, scoring 4.53 and 4.17, respectively. Contextual vocabulary, realistic grammar exercises, and local-global cultural balance impressed students. The study found that CRP and CLIL in ESP materials improve English and cultural awareness. Long-term effects and digital tools for accessibility and interaction should be further explored.

Keywords: CLIL; CRP; ESP; need analysis; R&D

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### INTRODUCTION

The Department of Drama, Dance, and Music Education (Sendratasik) in Central Kalimantan aims to advance regional arts and culture while preparing students for arts-related careers. Graduates are expected to excel as educators, performers, practitioners, and entrepreneurs. However, globalization demands stronger English communication skills to promote regional culture internationally. Despite offering general English courses, Sendratasik lacks specialized materials for arts education students, creating a gap in effective language acquisition for professional and cultural contexts.

English for Specific Purposes (ESP) differs from general English learning by offering tailored instruction to meet the specific needs of learners in particular fields. Unlike English for General Purposes (EGP), which covers broad language skills, ESP emphasizes specialized content relevant to academic or professional contexts. In arts education, ESP is crucial for acquiring and communicating subject-specific knowledge. Needs analysis ensures that ESP materials address learners' linguistic and professional needs, focusing on discipline-specific tasks and relevant language skills and genres (Dudley-Evans & St. John, 1998).

Cultural context is key in language learning, influencing how learners perceive and use a language. Cultural immersion deepens understanding of cultural nuances through structured

programs or informal interactions. Recognizing cultural differences improves cross-cultural communication, helping learners adapt to diverse styles, values, and norms. Research shows that integrating cultural elements in language instruction boosts fluency and engagement while preparing learners for intercultural interactions (Zaghar & Wafaâ Zaghar, 2021).

Effective instructional materials should align with modern case-based and project-based learning methods, emphasizing real-world problem-solving and English skill application. Tomlinson's principles for material development stress curriculum alignment, validity, communication promotion, and independent learning. Authentic materials, domain-specific vocabulary, and technology enhance relevance and engagement.

Previous studies highlight the need for tailored English instruction for arts students, with a focus on speaking skills for professional contexts (Sukarni & Imansyah, 2022). Research also points to the lack of localized content, emphasizing the integration of regional cultural elements like Dayak and Banjar traditions (Kamila et al., 2021). In response, this study develops a culture-based English module for Sendratasik students at Palangka Raya, aiming to improve both language proficiency and cultural awareness.

Research consistently shows that customized teaching materials enhance student outcomes (Sukarni & Imansyah, 2022). In ESP, English instruction should align with students' specific disciplines, such as arts and culture. Observations over the past two years at Sendratasik revealed a major gap: the absence of a structured handbook or module suited to students' academic and cultural needs, resulting in inconsistent course delivery and hindering students' ability to connect English learning with their artistic backgrounds.

Studies show that integrating cultural elements into language learning through methods like CRP and CLIL enhances language skills and cultural understanding (Coyle et al., 2018). While evidence supports the benefits of cultural integration, limited research exists on developing culture-based English materials for arts education students, especially in regions like Central Kalimantan, where local arts are underrepresented globally.

This study aims to develop a culture-based English textbook specifically for Sendratasik students, integrating local cultural themes to enhance both language proficiency and cultural awareness. The research objectives include conducting a comprehensive needs analysis, designing materials that address these needs, and evaluating the effectiveness of the developed materials through trials and refinements.

Using the ADDIE framework (analysis, design, development, implementation, evaluation) alongside CRP and CLIL principles, this study creates structured and engaging learning materials. By embedding local cultural elements into English instruction, the research seeks to improve

linguistic competence and cultural understanding, preparing Sendratasik students to actively engage in global arts and cultural exchanges.

## METHOD

This study applied an R&D approach using the ADDIE model to develop a culture-based English module for Sendratasik students at a university in Palangka Raya. The ADDIE model was chosen due to its systematic and iterative process, which aligned with the study's goal of creating instructional materials tailored to the needs of students in the drama, dance, and music program.

The research involved analyzing the needs of Sendratasik students and faculty, designing a curriculum and materials based on the findings, developing and testing the module, and evaluating its effectiveness. The data collection tools included close-ended and open-ended questionnaires, expert validation sheets, and user response surveys. Quantitative data from the questionnaires were analyzed using descriptive statistics, while qualitative data were thematically analyzed. Expert validation was evaluated quantitatively, and user feedback was analyzed to assess the module's effectiveness.

The research was conducted at a university in Palangka Raya, focusing on the Sendratasik program. Key variables included the module's alignment with cultural elements, effectiveness in addressing students' language needs, and overall quality based on feedback. The approach ensured the materials were relevant, practical, and pedagogically sound.

## FINDING AND DISCUSSION

This section presents the findings and examines how they align to develop a culturally responsive English coursebook for arts students. By incorporating relevant cultural themes into the materials, the coursebook aims to improve English proficiency while promoting cultural appreciation.

### Needs Analysis

A total of 34 respondents participated in the needs analysis. The majority were female (64.71%), aged 18, with basic English proficiency (82.35%) and limited prior learning experiences (73.53%). Most reported minimal to moderate English usage, underscoring the need for beginner-friendly materials with practical applications.

**Table 1. Demographics of the Participants**

Demographic	Data	Number	%
Participant Numbers	Participants	34	100%
Average Age		18.53	
Gender	Male	12	35.29%

Gender Ratio	Female	22	64.71%
	Male : Female	1 : 1.83	
Proficiency Level	Basic	28	82.35%
	Intermediate	6	17.65%
	Advanced	0	0%
Learning Experience	Yes	9	26.47%
	None	25	73.53%
Frequency of English Usage	1 (Very rare)	10	29.41%
	2	18	52.94%
	3	6	17.65%
	4	0	0%
	5 (Very often)	0	0%

### Questionnaire Analysis

The questionnaire data offered insights into students' needs and preferences for the coursebook, summarized in the following table.

**Table 2. Summary of Questionnaire Analysis**

Variables	M	SD	Skewness	Kurtosis	Cronbach's Alpha	Key Findings
Current English Skills and Usage	2.51	0.75	0.10	-0.34	0.74	Moderate confidence in current English skills; highlights areas for improvement, especially in grammar and speaking.
English Needs in the Arts	3.26	0.63	-0.98	2.85	0.94	High recognition of English as essential for an art career, strongly emphasizing vocabulary development.
Preferred Learning Materials	2.99	0.60	-0.98	3.04	0.87	Preference for authentic, multimedia-based materials that relate directly to the arts context.
Expectations for the ESP Book	3.23	0.60	-0.95	3.35	0.94	High expectations for an ESP book that balances academic and practical arts applications with cultural relevance.

The questionnaire analysis revealed key insights into students' English skills, needs in the arts, material preferences, and expectations for the ESP coursebook. Students showed moderate confidence in their English abilities, with a clear need for improvement in speaking and grammar. It highlights the importance of structured activities focused on these areas. They also recognized English's role in advancing their arts careers, particularly in vocabulary development and cultural understanding.

Students preferred authentic multimedia resources closely aligned with their field for learning materials. They highly valued real-world applications, like case studies and arts-related scenarios. Expectations for the ESP coursebook included a balance between academic rigor and practical application, with a strong preference for integrating local and global cultural contexts to match their professional and cultural goals.

### Initial Draft Trial

The draft was tested with 36 students who evaluated two sample chapters. Feedback revealed strengths in clarity and language appropriateness but indicated areas for material relevance and engagement improvement. Revisions were made to enhance alignment with arts-related contexts and introduce more interactive activities.

**Table 3. Initial Draft Trial Results**

Aspect	Average Rating (1-5)
Understanding the material	3.83
Clarity of instructions and tasks	3.89
Relevance to arts studies	3.39
Interest in the material	3.36
Appropriateness of language level	4.08

### Validation Results

Two experts, an arts education specialist and an English education expert, reviewed the revised draft. Their feedback highlighted its high relevance to arts education and clear language use but suggested additional case studies and simplified cultural idioms for accessibility.

**Table 4. Validation Results**

Validator	Strengths	Weaknesses	Overall Rating
Arts Content	High relevance to arts education needs and inclusion of diverse cultural topics.	Limited depth in some sections; required additional case studies and examples.	4.375/5
Language	Clear and accurate language use; appropriate grammar and structure.	Some cultural idioms were unclear to basic-level students.	4.25/5

### Field Evaluation

A second trial involving the revised six-chapter draft showed improvements across all metrics, particularly in material relevance, clarity, and engagement. Minor refinements were made to ensure consistent task instructions and improve examples.

**Table 5. Field Evaluation Results**

Aspect	Average Rating (1-5)
Understanding the material	3.92
Clarity of instructions and tasks	4.53
Relevance to arts studies	4.17
Interest in the material	4.00
Appropriateness of language level	4.58

### Coursebook Content and Materials of the Book

The findings affirm the effectiveness of the culturally responsive English coursebook in meeting its two primary goals: improving English proficiency and fostering cultural appreciation

among arts students. By incorporating local cultural elements into language instruction, the coursebook provides contextualized and enriched learning experiences that effectively connect linguistic skills with cultural awareness.

For example, Chapter 4, which explores "Traditional Dances of Central Kalimantan," and Chapter 7, focusing on "Preparing for an Art Exhibition," demonstrate how local cultural themes can support meaningful language acquisition. The integration of vocabulary related to traditional dances and grammatical structures, such as the Present Continuous Tense in the context of art exhibitions, exemplifies this approach by connecting linguistic learning with authentic real-world applications.

The coursebook's cultural focus significantly enhances student engagement and strengthens their cultural identity. For example, including local traditions such as the Giring-Giring and Kinyah Mandau dances raises awareness of students' cultural heritage and helps them take pride in their roots. It aligns with the idea that using students' cultural experiences in the classroom can foster a stronger connection to the learning process.

Additionally, Chapter 7 extends cultural relevance into a global context by incorporating skills such as event organization and communication in preparation for art exhibitions. While centered on the arts, these activities introduce students to transferable skills applicable in broader professional settings. This balance between local and global contexts reflects best practices identified in ESP materials for other disciplines, prioritizing contextual relevance and skill development, as stated by Pengfei (2023) and Setyowati et al. (2023).

The coursebook's structural design also reflects the principles of successful ESP textbooks by integrating readiness, experiential, and input-response activities tailored to the unique needs of arts students. For instance, intake-response exercises require students to analyze and interpret culturally significant materials, such as traditional art forms or event-planning scenarios, ensuring that the content is linguistically rich and contextually relevant (Lee, 2022; Pratama et al., 2023; Syakur et al., 2020).

### **Coursebook Structure and Linguistics**

The coursebook's structure is task-based, with each chapter focusing on specific skills designed to support both language learning and cultural appreciation. For example, Chapter 4 integrates reading, writing, and grammar activities around the theme of traditional Kalimantan dances. Activities like vocabulary matching, gap-filling with appropriate grammatical structures, and reading comprehension followed by short story writing ensure that students engage meaningfully with each language skill.



This task-based approach is particularly beneficial for beginner students. Each activity is directly linked to a specific cultural theme, such as the Giring-Giring or Kinyah Mandau dances, ensuring that students learn both the language and the cultural context in which it is used. It aligns with CRP principles mentioned by Byram (2021), which emphasize the importance of leveraging local culture to enrich language learning experiences.

Divining chapters focusing on one skill at a time facilitates gradual competency building. For instance, in Chapter 4, grammar is taught through the Simple Past tense, which is then reinforced through relevant reading and writing activities. This structure creates a progressive learning experience, motivating students as they observe their improvement in mastering different skills. Additionally, engaging cultural elements further enhances their involvement, as proven in a study by Lee (2022).

Draft evaluation and field testing revealed that respondents found the coursebook's instructions and tasks easy to understand, with both respondents and validators agreeing that the language level was appropriate. This supports the effectiveness of the task-based approach, allowing students to focus on skill mastery without confusion over instructions or procedures (Sukarni & Imansyah, 2022).

The coursebook's structure aligns with Task-Based Language Teaching (TBLT) principles, where tasks simulate authentic language use. For instance, activities in Chapter 4—such as filling out forms, answering text-based questions, and writing short narratives—are framed within a cultural context. This design ensures linguistically and contextually integrated learning, as suggested by Pengfei (2023) and Soto et al. (2024). By embedding local cultural elements into real-world tasks, the coursebook enhances both linguistic skills and cross-cultural understanding, facilitating practical application of English in diverse contexts.

### **Comparison with ESP Studies**

The integration of CRP and CLIL in this research aligns with a growing body of studies highlighting their effectiveness in enhancing language learning and cultural understanding. The CLIL framework, as shown in studies on ESP textbooks for various disciplines such as by Coyle et al. (2018) and Syakur et al. (2020), emphasizes embedding language instruction within specific contexts, such as science, business, and arts. This study extends these principles by incorporating grammar and vocabulary tasks into cultural themes, such as Dayak traditional arts and crafts, echoing studies by Faraji et al. (2023) and Setyowati et al. (2023), by recommendations for contextually meaningful content.

Using authentic materials to explore traditional arts enhances both language skills and cultural competence, aligning with Al-Abdullah's (2022) findings on the importance of cultural relevance

in ESP materials. Integrating global art narratives from media supports cross-cultural learning, as noted in research on media in second language education (Faraji et al., 2023; Lee, 2022).

This study validates CRP and CLIL frameworks while offering new insights by focusing on art students, an often-overlooked group in ESP research. By integrating cultural artifacts and global art narratives, it provides a model for aligning language learning with the specific needs of disciplines, addressing gaps in ESP textbook evaluations by Soto et al. (2024) and Syahid et al. (2024).

Culturally-based interactive activities, such as analyzing Dayak dance symbolism or creating dialogues to showcase local arts globally, emphasize the pedagogical value of real-world engagement, as seen in CLIL and CRP frameworks. These activities improve language skills and cross-cultural competence, essential in today's globalized arts education (Byram, 2021). This study's trial results provide empirical evidence supporting the integration of CRP and CLIL into arts education, with positive feedback from students engaging with authentic cultural materials (Setyowati et al., 2023; Syahid et al., 2024). Overall, the research reinforces the theoretical foundations of CRP and CLIL, offering practical insights for educators and material developers to enhance language learning through cultural integration.

### **Implications**

This study offers valuable insights for educators, curriculum developers, and researchers. For educators, it demonstrates how CRP and CLIL can create engaging, contextually relevant materials by integrating local and global cultural themes, such as traditional dances and art exhibitions, linking language education to students' real-world experiences and career goals. For curriculum developers, the iterative process highlights the importance of feedback and suggests incorporating digital elements like interactive videos and multimedia to enhance engagement. For researchers, it opens avenues to explore the long-term impact of culturally integrated materials on language skills and cultural competence, with potential applications in fields like STEM or business. By applying CRP and CLIL, the study develops ESP materials that meet both linguistic and cultural objectives, improving students' cultural awareness and English communication skills through real-world activities. The findings emphasize the value of culturally integrated ESP materials in creating meaningful learning experiences and offer a model for developing more specialized, impactful language education resources.

### **CONCLUSION**

This study developed a culturally-based English textbook for arts students using the ADDIE model, aiming to enhance both English proficiency and cultural appreciation. Findings confirm



the effectiveness of integrating CRP and CLIL into English for Specific Purposes (ESP) materials. Needs analysis revealed students' preference for authentic cultural contexts and practical language use, which the textbook addressed with content on traditional dances and art exhibitions. The study emphasizes the importance of incorporating cultural themes and context-based activities in ESP materials to boost engagement and effectiveness. Trial implementation showed positive feedback, highlighting the need for deeper content and improved visuals. Teachers are encouraged to apply CRP and CLIL principles, integrating cultural activities and multimedia. Future curriculum development should refine textbooks based on feedback and include more digital elements. The study suggests further research on CRP and CLIL in ESP, especially in STEM, and calls for policymakers to incorporate these principles into national standards to enhance education and global readiness.

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