



Culture-Based Teaching and Learning: Integrating Sasak Culture in English Language Teaching and Learning

Nur alfilail^{*1}, Lela Rahmawati², Hilda Hastuti³, Ni Ketut Putri Nila Sudewi⁴, Dedi Aprianto⁵

^{1,3,4}English Literature, Universitas Bumigora Mataram, Indonesia;

^{2,5}Computer Science, Universitas Bumigora Mataram, Indonesia;

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Abstrak

Budaya merupakan salah satu isu berpengaruh yang tetap menjadi aspek penting untuk dikaji, khususnya dalam bidang pendidikan. Sebelumnya, banyak materi pembelajaran bahasa Inggris menggunakan unsur budaya Barat yang asing bagi para siswa. Karena materi tersebut tidak relevan dengan latar belakang siswa Indonesia, banyak peneliti berupaya mengkaji integrasi budaya Indonesia ke dalam pengajaran bahasa Inggris. Berbagai penelitian telah menunjukkan hasil positif terkait hal ini. Namun, karena penelitian-penelitian tersebut umumnya berfokus pada budaya Indonesia secara luas, penelitian ini secara khusus bertujuan untuk mengidentifikasi dampak integrasi budaya Sasak dalam pengajaran bahasa Inggris. Penelitian ini merupakan studi tinjauan pustaka yang menggunakan metode tinjauan sistematis dalam analisisnya. Hasil penelitian menunjukkan adanya dampak positif dari integrasi budaya Sasak dalam pengajaran bahasa Inggris.

Keywords

Culture, Sasak,
English
language,
teaching,
learning

Abstract

Culture is one influential issue that still becomes an important aspect to be studied especially related to education. At the previous time, many English material sources used Western culture which is unfamiliar to students as the source of learning material. Since this material is irrelevant to Indonesian students' background, many researchers attempted to identify the integration of Indonesian culture on English language teaching. Many of the studies showed positive result on this issue. Since these studies mostly focused on Indonesian culture in general, this present study focuses on identifying the impact of Sasak culture integration on English language teaching. This study is literature review study. This study applied systematic review in analyzing the data. The result of his study shows positive result on the integration of Sasak culture in English language teaching.

*Corresponding Author : **Nur alfilail**, English Literature, Universitas Bumigora Mataram, Indonesia;

Email: nuralfilail@universitasbumigora.ac.id

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INTRODUCTION

It has been known that English is a crucial language to be mastered because this language is globally used by people around the world. Since its importance, many methods of teaching have been used to teach this language to students at every level such as at elementary school students, junior or senior high school students or even at university students. Some of methods may effectively have contributing impact on students' English mastery and the rest may not give significant impact.

In teaching English especially for foreign language learners, teachers or lecturers may face difficulties in their processes. This happens because existence of various factors which may hinder the process of English language mastery. One of aspect that cause challenge in students' English mastery is unfamiliar material or the context of learning source is far more different with the background of the students. The material or learning source is commonly about topic that students may have not met yet or unfamiliar with with students' daily life. Besides, the materials may have no any correlation with their life. This situation leads the students into challenging situation concerning English

language learning.

Concerning this situation, several studies have tried to find out the solution on this condition. One of alternatives that is used is by using the theory of Contextual Teaching and Learning. The idea of Contextual Teaching and Learning is the incorporation of context where students live such as culture, value, folklore etc, into material of teaching and learning process. This aims at providing students with English materials that are relevant with students' background. This concept assists the students to learn English as well as their own culture at the same time. This approach also simplifies the student to learn English because the topic is familiar with their background.

One of approaches which attempts to integrate the situation where students live is known as Contextual Teaching and Learning. "The Contextual Teaching and Learning is of way to make educational process meaningfully. It can help students to relate the academic subject with the context of individual environment (Hafidz, 2015)".

Besides, Berns and Erickson in (Hudson & Whisler, 2003) stated that "contextual teaching and learning helps students connect the content they are learning to the life contexts in which that content could be used".

Therefore, it can be concluded that CTL is one of approaches that attempts to integrate real life situation to teaching and learning process.

Concerning CTL, culture also belongs to what is called as the context. In CTL culture where the students learn and live may become the source of learning.

Culture itself has various definitions. Culture can be defined as the way people live which may include belief, value etc. Culture is also a complex concept that has been interpreted in various ways across disciplines including anthropology, sociology, communication, and cultural studies. One of the most foundational and widely recognized definitions was introduced by (B, Tylor, 1891), who described culture as a comprehensive whole consisting of knowledge, beliefs, art, morals, laws, customs, and other abilities and practices acquired by individuals as members of society.

Since culture has close relation to background or tradition of someone or students, Contextual Teaching and Learning concept attempts to integrate culture itself in teaching and learning process. In this present study the integration of culture is focused on English language teaching and learning. By integrating cultural components into instructional media, techniques, and resources, culture-based learning functions as a bridge for imparting educational content (Topan et al., 2024).

Nunan in (Muliani et al., 2024) through his

study stated that culturally integrated education enhances student engagement and comprehension. Besides that, Laksana stated that culture is inseparable from learning (Fitria, 2025). The application of Sasak local wisdom in education also has a positive impact on strengthening students' cultural identity' (Rahman & Wiranata, 2025).

English language as the lingua franca around the world is essential to learn not only for certain people but also for all people around the world. Because of its importance, some researchers tried to incorporate culture context in English teaching and learning process. One culture that tried to be involved is Sasak culture.

Sasak culture is a culture that appears in Sasak society who live in Lombok Island. This island is located in West Nusa Tenggara.

Based on the explanation above, the research question for this study is: How does Sasak culture-based teaching and learning affect students' English mastery? The objective of this study was to identify the impact of Sasak culture- based teaching and learning in English mastery.

RESEARCH METHODOLOGY

This study was literature review study. The method of data collection in this study was by documenting related studies concerning the issue in Google Scholar. Systematic review was applied to analyze the data. As stated by Collab in (Siddaway et al., 2019), systematic review is "a review of a clearly formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review". Besides that, it is also stated that "Systematic reviews are characterized by being methodical, comprehensive, transparent, and replicable" (Siddaway et al., 2019).

From the explanation above, it can be concluded that this study attempted to select relevant studies to be analyzed in accordance with the research question that has been designed.

Initially, the research question was designed based on the issue of this study. The research question for this study is how does Sasak culture integration - based teaching and learning affect students' English mastery? Therefore, relevant studies concerning this issue were collected. After that, these studies were identified by classifying the study into several categories namely title, code, category and interpretation or result of the study. After that, the results of studies were synthesized to draw a conclusion on how Sasak culture integration-based teaching and learning impact students' English mastery. The related studies that were used and identified in this present study were articles from "Google Scholar" from 2020 to 2026.

FINDING AND DISCUSSION

Categorization of the results from studies concerning Sasak culture-based teaching and learning in English mastery from 2020 to 2026. In this study, some codes were applied to facilitate the

comprehension of the results.

SC = Sasak Culture

Positive (+) = giving positive impact

Negative (-) = Sasak culture integration did not give any impact.

No.	Title	Code	Category	Interpretation
1.	Integration of local texts and cultural practices in localised EFL classrooms: An ethnographic study of a rural Indonesian school. 2020	Sasak culture (sasambo) – English improvement	All English skill	Positive (+)
2.	The Interferences Of Sasak Language On English Vocabulary Mastery. 2021	Sasak language – speaking	Speaking	Positive (+)
3	Integrating Local Customs in Mini-Drama Project to Improve Speaking Confidence and Promote Contextual and Fun Learning for Multilingual and Multiethnic EFL Classes: What Do College Students Think? 2023	Folklore trough drama Sasak culture – speaking	Speaking	Positive (+)
4.	Sasaq Local Wisdom-Based ELT Materials in Improving Intercultural Competences and Speaking Skills as Pancasila Learners' Profiles. 2024	Sasak Culture – speaking skill	Speaking skill	Positive (+)
5	Illuminated Sasak Stories: A Bridge To English Language Learning 2024	SC- all skill in English.	all skill in English	Positive (+)
6.	Integrating Local Cultural Content To Enhance Efl Students ' Collaborative Writing : An Explanatory Sequential Mixed-Methods Study. 2026	Sc – writing	Writing	Positive (+)
7.	Integrating Lombok's Cultural Heritage Through Digital Storytelling to Enhance Efl Students' Speaking. 2025	Sasak culture	Speaking	Positive (+)
8.	Integrating Lombok's Local and Islamic Literature Into Bilingual Digital Storytelling For Culturally Responsive Learning Materials 2025	Sasak culture- vocabulary and speaking	Vocabulary and speaking	. Positive (+)

There were about 8 articles that were found from Google Scholar concerning the idea of Sasak integrated culture in English language teaching and learning. The result of observation through Google Scholar demonstrated that studies concerning this topic underwent enhancement.

The study concerning this issue was found to be conducted by (Budi Lestari, 2020). The result of her study emphasized that Sasak Culture integration escalated EFL learners' ability especially in English.

Another study that was conducted by (Sugianto & Kamarudin, 2021) showed the same result. However, this study focused on the interference of mother language namely Sasak language on English language mastery. In this study, the researchers interviewed students to identify the interference of Sasak language on English proficiency. The result of this study indicated that the interference of Sasak language in vocabulary mastery showed positive result. On the other hand, there was negative influence in speaking mastery since various dialects that exist in Sasak language.

The following study was conducted by (Putera, 2023). His study concentrated on the utilization of local custom in mini drama namely Sasak in increasing speaking ability. The result of study revealed that the use of local custom in mini drama has significant impacts in increasing students speaking ability.

Besides, related study was conducted by (Reformana et al., 2024). Their study concentrated on integrating Sasak culture not only in speaking skill in English but also in intercultural competence. The result of the study demonstrated that the integration of Sasak Culture (SC) through electronic modul or material contributed to speaking skill enhancement.

Furthermore, the study conducted by (Muliani et al., 2024) revealed the result that support the other studies. In their study, they applied a method that allowed the teacher using teacher' childhood narrative engaging Sasak cultural wisdom and games in English teaching. The result of this study gave impactful result on English language mastery.

Besides that, the result of study from (Hidayati et al., 2025) which concentrated on the impact of

integrating Sasak's cultural heritage through digital storytelling indicated the same result. This study attempted to investigate the impact of this media on speaking mastery. The result of this study indicated that this method has beneficial impact on speaking mastery.

Additionally, a study conducted by (Nur'aini et al., 2025) showed positive impact on the integration of Sasak and Islamic literature on English language mastery. This study implemented bilingual digital story telling as medium of teaching English language.

Lastly, a study conducted by (Aprianto & Sutarman, 2026) also raised the issue of this topic. Their study focused on the effect of Sasak Culture which was integrated in English skill at university level students. Skill category that was focused on in this study was writing skill. This study applied collaborative learning as approach in learning process. The result of this study indicated positive result (+) which means that the integration of Sasak Culture (SC) into the ability to write (w) in English has beneficial impact on writing skill improvement.

The results of the data have shown that most of the results of studies concerning Sasak culture integration in English language teaching indicated that the integration of Sasak culture in English learning have positive impact. It means that the integration of Sasak culture plays crucial role in developing English mastery as well as preserving Sasak culture. The result of this study aligns with the theory of contextual theory that shows that the integration of culture gives beneficial impact.

Nunan in (Muliani et al., 2024) in his study, it was stated that culturally integrated education enhances student engagement and comprehension.

Besides that, it also aligns with the statement from Rahman and Wiranata who stated that application of Sasak local wisdom in education also has a positive impact on strengthening students' cultural identity' (Rahman & Wiranata, 2025).

CONCLUSION

The results of the data have shown that most of the results of studies concerning Sasak culture integration in English language teaching indicates that the integration of Sasak culture in English learning have positive impact. It means that the integration of Sasak culture plays important role in developing English mastery as well as preserving Sasak culture. The result of this study aligns with the theory of contextual theory that shows that the integration of culture give beneficial impact. However, further study may be needed to dig deep information on this issue since the development of cultural integration are still wide.

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