

LITERATURE REVIEW ON INTEGRATING LOCAL WISDOM IN HIGH SCHOOL REPORT TEXT TEACHING MATERIALS

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ABSTRACT

The ability to write report texts in English learning at the senior high school level remains challenging for many students, particularly in generating ideas and organizing information systematically. One of the contributing factors is the use of teaching materials that are still general and less connected to students' cultural and social contexts. Meanwhile, local wisdom as a valuable contextual resource has not been optimally integrated into English writing materials, creating a gap between contextual learning needs and the availability of relevant instructional resources. This study aims to explore how local wisdom is integrated into teaching materials for report text writing through a literature review approach. The research applies a qualitative design by examining various academic sources, including journal articles and related scholarly publications. The data were analyzed using content analysis through the processes of organizing, categorizing, interpreting, and synthesizing information. The findings show that local wisdom commonly integrated into report text materials includes regional traditions, traditional foods, local tourism sites, folklore, traditional houses, and cultural ceremonies. These topics help students generate ideas more easily because they are closely related to their daily experiences and cultural backgrounds. Several studies reviewed also reported improvements in students' writing organization, vocabulary development, classroom participation, and motivation when local wisdom-based materials were implemented through teaching modules, worksheets, and project-based learning activities. In addition, students demonstrated better understanding in developing factual and descriptive information within report texts. However, the implementation still faces several challenges, such as limited teaching resources, insufficient teacher competence in developing contextual materials, and restricted instructional time. Overall, integrating local wisdom into report text teaching materials is considered an effective and meaningful strategy for improving students' writing skills while simultaneously promoting cultural awareness and contextualized English learning experiences.

Keywords: local wisdom, teaching materials, report text, English learning.

INTRODUCTION

English instruction at the senior high school (SMA) stage plays a crucial role in preparing learners to communicate effectively, particularly through written

expression. Writing, as a productive skill, demands that students generate and organize their thoughts, concepts, and information in a coherent manner while adhering to appropriate linguistic conventions and standards.

Writing proficiency is shaped by multiple contributing elements, including learners' level of motivation, their reading practices, and the instructional media employed during learning. According to Hermilasari et al. (2025) students who demonstrate stronger motivation are generally more engaged and capable in producing written texts, particularly when the learning environment is supportive and the teaching media are effectively utilized. In addition, Sihombing et al. (2024) highlight that writing plays a crucial role in fostering students' creativity; nevertheless, a considerable number of learners continue to struggle with structuring and developing their ideas into coherent pieces of writing.

Within the senior high school English syllabus, one of the key genres introduced is the report text, designed to convey factual, generalized information about a particular subject in an organized way. However, this text type is often perceived as difficult for students. According to Andika & Yulia (2025) learners frequently struggle with report

texts because mastering them involves multiple competencies, including reading comprehension, awareness of generic structure, and the ability to formulate analytical conclusions. This indicates that working with report texts goes beyond basic language understanding, as it also engages higher-order thinking skills.

Palangka (2023) highlights that within virtual English classrooms, report text frequently serves as a core instructional resource because of its factual orientation and its compatibility with digital platforms. Tools such as WhatsApp and Google Forms enable teachers to present and reinforce the material in ways that support learners' comprehension more effectively. In a related perspective, Tarigan et al. (2024) note that under the implementation of Indonesia's Independent Curriculum particularly in Indonesian language instruction, which shares parallels with English report text plays a significant role in facilitating students' understanding of factual content. This is achieved through the use of project-based learning strategies and student-centered activities that encourage active engagement in the learning process.

Recent evidence by Lestari & Suhartono (2026) suggests that students' ability to compose and comprehend report

texts is strongly linked to their control of grammatical accuracy and vocabulary range, indicating the need for more structured, intensive, and guided practice so learners can better internalize text organization. Nevertheless, the teaching of report writing continues to face recurring challenges, including low student engagement, difficulties in generating and organizing ideas, and the limited availability of instructional materials that are meaningful and closely related to students' real-life contexts. In line with this, Susiani (2023) highlights that students' writing proficiency remains relatively weak, which is largely attributed to the use of less effective instructional strategies and the absence of clear, systematic guidance in teaching report texts, resulting in students struggling to develop their writing in a coherent and organized manner.

Efendi & Witarsa (2023) found that students' low proficiency in writing is closely related to insufficient motivation and the limited variety of instructional media employed by teachers, which in turn reduces students' engagement in writing tasks. As a consequence, learners often struggle to generate and develop ideas when required to produce written texts. Similarly, Febriyanti & Palupi (2025) highlighted that these writing

challenges are further exacerbated by the lack of teaching materials that connect with students' real-life contexts, leading to learning experiences that feel less meaningful and more difficult for students to comprehend.

Instructional materials hold a pivotal function in determining the effectiveness of the learning process. High-quality materials are not merely organized in a structured manner, but also bridge academic content with learners' everyday experiences. This perspective is reinforced by the findings of Yunus & Syarif (2024) who designed instructional resources grounded in the Contextual Teaching and Learning (CTL) approach. Their study revealed that such context-oriented materials enhance the connection between subject matter and students' real-world situations, thereby fostering deeper understanding and more meaningful learning experiences.

Langa et al. (2022) reported that science instructional resources designed with interactive and context-based elements significantly enhance learners' participation and comprehension, as students are better able to connect academic content with their daily experiences. In a similar vein, Muhardiansyah et al. (2025) demonstrated that problem-based interactive materials

foster deeper conceptual understanding, since learning activities are structured around real-world issues that are familiar to students.

An alternative way to enhance both the relevance and the meaningfulness of instructional activities is through the incorporation of local wisdom into the learning process. Local wisdom encompasses a set of community-based values, indigenous knowledge, and cultural traditions that have been shaped over time and can function as authentic, context-rich learning resources. Research by Andini & Sirozi (2024) indicates that embedding these cultural elements within teaching materials not only strengthens their contextual alignment with students' lived experiences but also supports the preservation and transmission of local cultural values within educational settings.

Sumarni et al. (2024) highlight that embedding elements of local culture within instructional practices enables learners to grasp concepts more effectively while simultaneously fostering positive character development, as the learning process becomes closely connected to their daily experiences. In a similar vein Budiarta (2023) explains that indigenous values such as *Mulat Sarira* can be incorporated into classroom activities to enhance character education

and create a more meaningful and engaging learning environment for students.

Benu & Supriatna (2024) argue that the incorporation of local wisdom into instructional practices contributes significantly to reinforcing students' character development, while also enhancing the contextual relevance and clarity of the learning process. In a similar vein, Wahyuningsih et al. (2025) report that learning approaches grounded in local wisdom not only deepen students' comprehension of subject matter but also serve as an effective medium for cultivating character values that are closely connected to indigenous cultural traditions.

Integrating elements of local culture into instructional materials for report text writing has been widely recognized as a promising approach to enhancing learning outcomes. When learning content is closely connected to students' immediate environment, it enables them to engage more actively in observing, interpreting, and describing phenomena in a more tangible and meaningful way. Empirical evidence provided by Murniasih et al. (2024) indicates that teaching materials designed around local wisdom and developed through the ADDIE framework

demonstrate both validity and effectiveness in strengthening students' writing abilities, particularly in composing news texts, as learners tend to grasp concepts more readily when they are contextualized within familiar cultural settings.

In line with this, Syakur et al. (2025) reported that incorporating SASAMBO-based local wisdom into narrative writing materials significantly enhanced learners' writing proficiency, as the content was closely aligned with students' everyday experiences and sociocultural context. Likewise, Alber et al. (2023) revealed that embedding elements of local culture within narrative writing instruction fostered greater student involvement, since learners showed stronger interest when engaging with topics reflecting their own cultural backgrounds.

Furthermore, Rahmawati et al. (2022) highlighted that the integration of local wisdom into writing materials contributed not only to improved writing performance but also to the development of students' cultural awareness and sensitivity toward their surrounding environment. In a similar vein, Putri & Faridah (2025) argued that local wisdom-oriented narrative text materials stimulated students' reading engagement and writing

motivation, as the learning process became more meaningful, contextualized, and less abstract for learners.

Incorporating local cultural knowledge into instructional materials has the potential to cultivate learners' appreciation of their heritage while simultaneously contributing to character development. Despite these advantages, its application in classroom resources remains far from optimal, and in-depth scholarly exploration on this issue is still relatively scarce. Research by Andira & Akbar (2025) indicates that materials grounded in local wisdom such as those featuring folklore, traditional games, and culturally embedded values can significantly enhance students' motivation and participation, as they are closely connected to learners' everyday experiences. Nevertheless, the study also highlights that practical implementation continues to face obstacles, particularly due to limited teacher readiness and insufficient professional support. This condition underscores an existing discrepancy: although the theoretical foundation is promising, its realization in actual teaching practices has not yet been fully achieved.

Widiarahmi & Heryani (2025) Widiarahmi and Heryani (2025) pointed out that the incorporation of local wisdom

into pragmatic instructional materials remains insufficiently developed, which in turn limits the enhancement of students' ability to communicate effectively within real-life contexts. Their findings indicate that local cultural elements are only partially embedded and have yet to be fully integrated in a structured and comprehensive manner within teaching resources. In a similar vein, Kusuma et al. (2023) reported that although elementary-level instruction has started to include materials grounded in local wisdom, there is still a need for more deliberate refinement to ensure these materials are organized more coherently and contextually, thereby improving students' comprehension.

Despite the growing body of research on contextual learning and local wisdom integration, previous studies have predominantly focused on general writing instruction, narrative texts, character education, or elementary-level learning materials. Only a limited number of studies specifically address the integration of local wisdom into English report text teaching materials at the senior high school level. Moreover, earlier studies tend to emphasize the effectiveness of particular teaching products or classroom implementations without comprehensively synthesizing the conceptual foundations,

forms of integration, pedagogical benefits, and implementation challenges related to report text instruction. As a result, there remains a significant gap in the literature regarding how local wisdom is systematically incorporated into report text teaching materials in secondary English education.

This gap is particularly important because report text writing requires students to observe, organize, and present factual information systematically, making contextual and culturally relevant materials highly necessary. However, existing instructional materials are still often general, less connected to students' sociocultural environments, and insufficiently designed to support contextualized writing practices. Consequently, students continue to experience difficulties in generating ideas, developing content, and engaging meaningfully in report text learning activities.

Given these concerns, this study seeks to fill the gap by conducting a literature review on the integration of local wisdom into senior high school report text teaching materials. Specifically, this study aims to critically examine the conceptual basis of local wisdom integration, identify the forms and strategies used in instructional materials, and analyze the

reported benefits and challenges found in previous studies. Through this review, the study is expected to provide a more comprehensive understanding of how

local wisdom can contribute to the development of contextual, meaningful, and pedagogically effective report text instruction in English language learning.

REVIEW OF RELATED LITERATURES

2.1 Writing Skills in English Learning in High School

Writing skills are a crucial competency in English language learning that must be mastered by students at the senior high school (SMA) level. Writing is not simply the act of putting words into words; it also involves critical thinking, organizing ideas, and using appropriate language structures. Suryani & Utami (2024) highlight that assessing writing skills in English learning is crucial for objectively measuring students' abilities, particularly in terms of structure, vocabulary, and coherence. Appropriate assessment can help teachers more accurately assess students' writing development.

Orin & Hermaliza (2023) showed that high school students' ability to write explanatory texts was still in the fairly good category, indicating that students still needed improvement in the aspects of developing ideas and using appropriate language structures. This finding suggests that writing skills need to be continuously

practiced for optimal results. Amaliyah et al. (2025) emphasized that a differentiated learning approach has an impact on improving high school students' writing skills because it provides learning tailored to each student's abilities. With this approach, students can learn to write according to their level of understanding, thus maximizing learning outcomes.

Writing instruction in high school generally follows a curriculum that emphasizes mastery of various text types, one of which is the report text. This text aims to convey factual information about an object, whether a living creature or a specific phenomenon, in a general and structured manner. Laoli et al. (2023) showed that vocational high school students' ability to write report texts is still relatively low, with most students unable to structure their texts systematically and using correct linguistic structure.

Sari (2023) stated that the use of text-based learning methods such as PORPE can help improve students' understanding of report texts because they

are more focused on gradually understanding the structure and content of the text. Ilahi et al. (2024) also explained that high school students still experience difficulties in understanding and analyzing English texts, including report texts, particularly in vocabulary and reading comprehension. The main contributing factor is students' limited English language proficiency.

Amanullah et al. (2025) demonstrated that the use of learning methods such as the Four-Square Writing Method can improve students' ability to understand and write report texts because it helps them organize ideas in a more systematic and structured manner. Meanwhile, Jamal et al. (2025) emphasized that genre-based learning, such as report texts, in the high school curriculum is crucial for improving students' writing skills, although challenges remain in implementing effective learning in the classroom.

Effective writing instruction should be structured in a way that connects with real-life contexts and provides meaningful learning experiences, enabling students to grasp the material more easily while enhancing their motivation to write. One approach to achieve this is by incorporating teaching

resources that reflect students' everyday environments, thereby increasing the relevance of the lesson and fostering greater engagement in the learning process.

2.2 Teaching Materials in Learning to Write Report Text

Instructional resources encompass a wide range of materials employed by teachers to facilitate learning, including textbooks, instructional modules, worksheets, and various supporting media. Research by Tahariq (2024) indicates that materials developed in alignment with curriculum standards and learners' needs can substantially enhance students' writing abilities, as they offer more explicit and structured guidance during the learning process. Similarly, Nurweni et al. (2024) found that the integration of teaching modules in instructing English report texts enables educators to deliver well-organized instruction—covering learning objectives, learning activities, and assessment—which in turn supports students in grasping both the structure and content of report texts more effectively.

To be considered effective, instructional materials must fulfill key criteria such as clear organization, alignment with curricular goals, and suitability to learners' characteristics. This

is supported by Asan et al. (2025) who emphasize that well-structured and systematically arranged materials play a crucial role in improving students' understanding and facilitating the learning process.

Zakira et al. (2025) Zakira et al. (2025) argued that effective instructional materials should align with both the curriculum requirements and the specific characteristics of learners, ensuring that the content is meaningful and accessible. This perspective is further supported by Kurniawati & Hulopi (2026) who highlighted that teaching materials ought to be organized in a coherent and progressive manner, moving from basic to more advanced concepts, while also accommodating students' learning needs to promote independent and efficient learning.

In addition, the design of teaching materials should take into account the real-life context of students to facilitate comprehension. Contextualized materials enable learners to generate ideas more easily, as they can connect new knowledge with their own experiences. Muzakki et al. (2025) found that multimedia-based contextual materials significantly enhance students' interest in learning by making the process more

interactive and relatable. Similarly, Yunus & Syarif (2024) emphasized that incorporating a contextual approach in teaching materials contributes to a more meaningful learning environment, ultimately improving students' learning outcomes.

A considerable number of instructional materials remain broadly designed and insufficiently tailored to learners' local realities. Consequently, students often encounter difficulties in comprehending the content and demonstrate lower levels of learning engagement. This condition highlights the need for more innovative approaches in material development, particularly by embedding elements of local wisdom as context-rich and meaningful sources of learning.

2.3 Local Wisdom in English Learning

Local wisdom encompasses the collective values, social norms, bodies of knowledge, and habitual practices that emerge within a community and are continuously transmitted across generations. It serves as a representation of a region's cultural identity and offers substantial opportunities to be utilized as a contextual resource in educational settings. According to Nurjanah et al. (2026) embedding local wisdom into

instructional processes can enhance students' social awareness, attitudes, and competencies, as the learning content becomes more closely connected to their everyday experiences.

Furthermore, Yasin et al. (2025) revealed that learning activities grounded in local wisdom such as hands-on experiences like gardening are effective in fostering the values of the Pancasila Student Profile, as learners engage directly with their immediate environment. In a similar vein, Saputro (2025) emphasized that the incorporation of local cultural elements into teaching practices not only deepens students' cultural understanding but also contributes to the development of more contextualized language proficiency.

The incorporation of local wisdom into English language instruction, particularly in teaching report text writing, can be realized by utilizing locally grounded themes as writing topics, including regional culture, tourist destinations, traditional cuisine, and community practices. Afifi S et al. (2025) demonstrate that embedding local cultural elements in English learning enables students to relate academic content to their own cultural identities, thereby making the learning process more meaningful and

closely aligned with their lived experiences.

Similarly, Widiastuti et al. (2024) highlight that integrating local wisdom into language learning not only enriches students' writing activities but also fosters character development, including cooperation, cultural appreciation, and environmental awareness. In addition, Ihsani et al. (2026) argue that an ethnopedagogical approach grounded in local wisdom enhances the meaningfulness of language learning, as students are encouraged to produce descriptive and report texts based on culturally relevant topics such as local traditions, tourism sites, and indigenous foods.

Through this approach, learners are not only developing linguistic competence but also gaining awareness of and contributing to the sustainability of their local cultural heritage. Incorporating locally rooted content tends to heighten students' interest, as the learning materials resonate more closely with their everyday experiences. In line with this, Febriana et al. (2025) report that Indonesian language instruction grounded in local wisdom such as integrating folklore, pantun, and traditional games significantly enhances student participation in classroom

activities. This increased engagement is largely attributed to students' sense of familiarity and personal connection with the content. Moreover, such context-based strategies have been shown to support improvements in both language proficiency and cultural literacy.

Despite the growing attention toward contextual learning and local wisdom integration, previous studies have largely focused on general language learning, narrative texts, character education, or elementary-level instruction. Research specifically examining the integration of local wisdom into English report text teaching materials at the senior high school level remains limited. In addition, most studies emphasize

classroom implementation or the effectiveness of particular teaching products without providing a comprehensive synthesis of how local wisdom is conceptually integrated into report text instruction. As a result, there is still a lack of literature reviews that critically examine the forms, strategies, benefits, and challenges of integrating local wisdom into senior high school English report text materials. This gap highlights the need for a more focused scholarly investigation to provide a clearer understanding of how local wisdom can support contextual and meaningful report text learning in secondary English education.

.METHODS

This study adopts a qualitative design grounded in a literature-based inquiry. Rather than generating new empirical data, it systematically examines, compares, and integrates insights from a range of scholarly sources that are closely aligned with the research focus. The purpose of employing this approach is to develop an in-depth and holistic understanding of existing theories, empirical findings, and ongoing academic

discussions concerning the incorporation of local wisdom into instructional materials for teaching report text writing in senior high school English classrooms.

Research Type and Approach

In terms of its design, the study is categorized as descriptive qualitative research utilizing a literature review framework. This approach is considered appropriate because the data consist of theoretical perspectives, conceptual

discussions, and documented findings from prior studies, rather than quantitative measurements. The researcher focuses on interpreting and presenting these findings in a coherent manner to address the formulated research problems. Consequently, no field-based data collection is undertaken; instead, the analysis relies entirely on credible and relevant written sources as the primary foundation of the study (Mulyana et al., 2024).

Data Sources

This study relied exclusively on secondary data obtained from scholarly publications relevant to the research topic. The sources included peer-reviewed journal articles, conference proceedings, academic books, undergraduate theses, master's theses, and doctoral dissertations. The literature search was conducted through several academic databases and repositories, including Google Scholar, Crossref, ScienceDirect, and ResearchGate.

The selection process followed predetermined inclusion criteria. The sources had to: (1) be published between 2021 and 2026, (2) discuss topics related to local wisdom, instructional materials, English language teaching, or report text

writing, (3) focus on secondary or senior high school education, and (4) be accessible in full-text form. Sources that were duplicated, unrelated to the research focus, or lacking sufficient academic relevance were excluded from the review.

Through the initial search process, approximately 85 articles and academic sources were identified. After the screening and eligibility process, 35 sources were selected and considered relevant for further analysis in this study.

Data Collection Techniques

The data collection process employed a documentation method through systematic literature searching, identification, screening, and categorization. The search was conducted using keywords such as “local wisdom,” “instructional materials,” “report text,” “English language teaching,” and “contextual learning.”

The selection procedure was carried out in several stages. First, the researcher screened the titles and keywords of the identified sources to determine their relevance to the research topic. Second, the abstracts were reviewed to examine the focus, objectives, and scope of each study. Third, full-text reading was conducted on the selected articles to

ensure their suitability with the research objectives and inclusion criteria. Finally, the eligible sources were categorized based on themes, research focus, methods, and major findings to facilitate systematic analysis.

Data Analysis Techniques

The data analysis in this study employed a qualitative approach involving stages of data reduction, thematic categorization, and conclusion formulation to achieve a coherent and structured understanding (Sugiyono, 2021). Initially, data reduction was performed by refining and selecting only the most relevant information aligned with the research

objectives. The refined data were then systematically presented in a descriptive narrative format to enhance clarity and readability. In the subsequent stage, analysis and interpretation were conducted through a comparative and integrative process, synthesizing findings from multiple sources to uncover recurring patterns, relationships, and distinctions. The final stage involved drawing well-founded conclusions based on the overall analysis, thereby providing a comprehensive insight into how local wisdom is incorporated into teaching materials for report text writing at the senior high school level.

RESULTS AND DISCUSSION

The Concept of Using Local Wisdom in Report Text Writing Teaching Materials

Grounded in the findings of the reviewed literature, the integration of local wisdom into teaching materials for writing report texts is closely aligned with the principles of contextual teaching and learning, an approach that links instructional content with learners' everyday experiences. Within this framework, local wisdom is conceptualized as a collection of community-based values, indigenous knowledge, and culturally

embedded practices that can be transformed into meaningful and relevant educational resources.

The findings are consistent with Ani et al. (2024) who argue that embedding local wisdom within instructional materials fosters a more contextualized learning environment, enabling students not only to enhance their language proficiency but also to internalize cultural values that contribute to character development. In a similar vein, Astuti et al. (2024) revealed that the incorporation of local cultural elements

into descriptive text materials facilitated students' comprehension, as the content was closely connected to their socio-cultural surroundings, which in turn boosted their learning motivation.

Furthermore, Sinuhaji & Abdullah (2023) emphasize that learning grounded in local wisdom is instrumental in reinforcing character formation while simultaneously increasing the relevance of educational content to students' everyday experiences, thereby making the learning process more meaningful. Supporting this perspective, Murniasih et al. (2024) found that the use of culturally contextualized materials in teaching news text writing significantly enhanced students' writing abilities, largely because the materials reflected familiar cultural contexts. Likewise, Widiastuti et al. (2024) highlight that integrating local wisdom into language and literature instruction not only enriches students' understanding of cultural values but also plays a vital role in strengthening character education.

In the context of teaching report text writing, local wisdom can be repositioned as a contextual source of content that enables students to construct texts that are informative, objective, and well-structured. Rather than relying on abstract or unfamiliar topics, incorporating

elements of local culture allows learners to engage with materials that are closely related to their everyday experiences. This alignment between learning content and students' real-life context has been shown to facilitate idea development and improve the logical organization of writing. For instance, Kharisma & Talan (2023) revealed that the inclusion of local wisdom in language instruction supports students in understanding descriptive and informational texts in a more meaningful way, as it connects linguistic concepts with familiar cultural contexts.

Furthermore, the use of locally grounded teaching materials contributes positively to students' ability to process and structure information. Findings by Priswanti et al. (2024) indicate that learners demonstrate better comprehension in writing tasks when the subject matter is derived from their immediate environment. This familiarity enables them to arrange ideas more coherently and produce texts that are clearer and more systematically organized. Similarly, research conducted by Saputro (2025) highlights that integrating local wisdom into instructional practices enhances language proficiency through contextualized learning. By engaging with culturally relevant content, students become more active participants in

the writing process and are better equipped to produce fact-based texts with logical structure.

Local wisdom-oriented instructional materials have been reported to elevate the effectiveness of writing instruction, particularly by making structural aspects of texts easier for learners to grasp due to the use of culturally familiar examples (Milega & Widagdo, 2025) When learners encounter content rooted in their own environment, they tend to generate texts that are more organized and information-rich. In a similar vein, Widiastuti et al. (2024) highlighted that embedding local cultural elements in language and literature education contributes significantly to the development of structured thinking, as such elements guide learners in arranging ideas more logically within their writing, ultimately enhancing their capacity to produce informative texts.

From a theoretical standpoint, incorporating local wisdom aligns closely with the principles of student-centered learning, which positions learners as active agents in constructing knowledge. This perspective is reinforced by findings from Jubaedah et al. (2025) who demonstrated that culturally contextualized learning materials can boost student participation

and deepen conceptual comprehension by connecting academic content with learners' cultural backgrounds. Supporting this, Wahyuningsih et al. (2025) found that integrating local wisdom not only strengthens academic outcomes but also nurtures essential character traits, including collaboration and social responsibility, through experiential learning activities. Likewise, Benu & Supriatna (2024) argued that situating learning within familiar cultural contexts enhances the internalization of character values, as students engage more meaningfully and actively in the learning process.

Azizah et al. (2022) revealed that the inclusion of local wisdom in instructional practices fosters more meaningful and context-based learning environments while also encouraging greater student engagement in discussions and problem-solving activities. In line with this, Saputro (2025) through a literature review, found that embedding local cultural elements in Indonesian language instruction can enhance learners' motivation, as the content becomes more relatable to their everyday experiences and prompts more active involvement in learning.

When learning materials are drawn from students' immediate surroundings,

learners tend to generate ideas more easily, arrange information more coherently, and compose texts that align with the generic structure of report texts. Supporting this view, Daeli et al. (2023) demonstrated that implementing problem-based learning (PBL) strategies significantly enhances students' ability to comprehend and elaborate ideas within texts. This improvement occurs because learners are guided to connect academic content with real-world contexts, which facilitates a deeper understanding of text organization and meaning.

This perspective aligns with the principles of meaningful learning, where language acquisition is not treated merely as mastering structures and rules, but as a process of connecting knowledge to learners' social and cultural realities. In this regard, Mahayanti et al. (2024) revealed that the use of contextual learning approaches significantly enhances students' comprehension, as instructional content is directly associated with their everyday experiences. Such an approach encourages greater learner participation and facilitates deeper conceptual understanding, since students engage with material that is not only theoretical but also grounded in real-life contexts. Consequently, learning

becomes more relevant and easier to internalize.

Further evidence from Suhermi et al. (2025) indicates that contextualized instruction contributes to more meaningful learning experiences by prompting students to relate academic content to the social conditions within their environment. Their findings highlight that students exhibit higher motivation levels when learning activities reflect real-world situations, shifting the process from rote memorization to experiential engagement. Similarly, Adiwijaya et al. (2025) emphasized that embedding cultural elements into instruction strengthens learners' awareness and understanding of their cultural identity. When learning materials incorporate local cultural contexts, students are better able to interpret and value the socio-cultural dimensions surrounding them, thereby reinforcing the relevance of learning in their daily lives.

Drawing on these perspectives, it can be inferred that integrating local wisdom into report text writing materials represents more than a content delivery strategy; it is a pedagogical approach that fosters contextualized, meaningful, and learner-centered instruction. The inclusion of local wisdom enables students to

generate ideas more effectively, structure information coherently, and produce well-organized texts, as the subject matter resonates with their lived experiences. In addition, this approach enhances student motivation, promotes active participation, and supports character formation through the incorporation of cultural values. Therefore, utilizing local wisdom in teaching materials for report text writing can be considered a viable and impactful strategy for improving the overall quality of English instruction at the senior high school level, addressing not only cognitive development but also affective growth and writing proficiency.

Forms of Implementation of Local Wisdom in English Learning in High School

A synthesis of prior studies indicates that local wisdom can be embedded in teaching materials for report text writing through multiple pathways. One common approach is to frame writing tasks around locally grounded themes—ranging from indigenous cultural practices and customary cuisines to nearby tourist sites, native flora and fauna, and community rituals. These familiar references function as authentic content sources, enabling learners to construct

report texts based on direct observation and lived experience rather than abstract examples. In line with this, Purwaningsih & Suharto (2022) report that the incorporation of local cultural elements into English instruction contributes to the early development of students' cultural literacy. When instructional content resonates with learners' immediate surroundings, comprehension tends to improve as students can readily connect linguistic input with their everyday realities.

Complementing this perspective, Sella (2025) demonstrates that integrating video materials rooted in local culture within speaking activities enhances learners' communicative performance, largely because the content aligns with their personal experiences. Similarly, Yohanita (2025) argues that instructional media featuring culturally familiar elements such as traditional dances and local cuisine not only heighten student engagement but also facilitate vocabulary acquisition by situating language use within meaningful, real-world contexts.

Darma et al. (2025) Darma et al. (2025) further indicate that embedding elements of local culture such as folktales, community celebrations, and indigenous cuisine within English instruction can

significantly enhance learners' participation while simultaneously reinforcing their sense of cultural identity in the face of global influences. In line with this, Pradita et al. (2025) argue that incorporating local wisdom into both Indonesian and English teaching resources remains highly important, as it enables learners to grasp the content in a more meaningful and contextualized manner rather than relying predominantly on foreign cultural references.

Additionally, teaching materials can be designed in the form of structured modules or student worksheets (LKS) that integrate locally grounded texts, detailed explanations of text organization, and guided writing activities. Such materials are typically arranged in a coherent sequence, beginning with conceptual understanding and progressing toward opportunities for students to practice writing independently.

A study conducted by Murniasih et al. (2024) revealed that instructional materials for writing news texts grounded in local wisdom were designed through the ADDIE framework. The findings highlighted that these materials achieved a high level of validity and proved effective in enhancing students' writing abilities, as the content was closely connected to

cultural elements familiar to learners' daily experiences. In a similar vein, Putri & Faridah (2025) created teaching resources for narrative texts incorporating local wisdom to foster reading interest among junior high school students. Their findings indicated that such materials successfully promoted greater student participation and offered a more meaningful and contextually relevant learning environment by integrating local narratives.

At the elementary level, Amalia et al. (2023) also designed teaching materials rooted in local wisdom. The evaluation results confirmed that these materials were both valid and practical, enabling students to grasp concepts more easily due to their alignment with the learners' cultural and environmental backgrounds. Likewise, Meilana & Aslam (2022) emphasized that the integration of local wisdom into thematic teaching materials contributes significantly to improving the overall effectiveness of learning in primary education settings.

Furthermore, another form of implementation involves the use of project-based learning, where students actively engage in observing local phenomena, gathering relevant information, and transforming their findings into report texts. This approach not only strengthens

students' writing proficiency but also develops their critical thinking abilities and basic research skills.

The findings are consistent with the study conducted by Pebriansa et al. (2026) which revealed that integrating Project-Based Learning (PjBL) into observational report text instruction encourages learners to engage more actively in conducting observations, analyzing information, and organizing their findings in a structured manner. In a similar vein, Afrilya et al. (2025) reported that the incorporation of PjBL in report text writing, particularly when supported by collaborative media, significantly enhanced students' mastery of text organization, vocabulary usage, and overall participation in the learning process. Through this approach, learners were guided to examine elements of local culture, record their observations, and transform them into well-structured report texts.

Parallel evidence was also presented by Afriani et al. (2023) menyimpul who found that the implementation of PjBL in writing instruction contributed to the improvement of students' ability to generate ideas in a more creative and systematic way. The project-oriented tasks motivated students to explore their immediate environment as a

meaningful source of learning, thereby producing writing outputs that were more contextual and relevant.

Furthermore, the effectiveness of this approach can be strengthened through the integration of appropriate instructional media, including visual and audiovisual resources such as pictures, videos, and contextual reading materials reflecting local wisdom. Febrianto & Devi (2026) highlighted that the utilization of digital media grounded in local culture especially in the form of videos and animated content can significantly boost students' motivation and comprehension of social concepts, as the materials are presented in a more engaging, visually rich, and relatable manner. This underscores the critical role of visual media in enhancing culturally responsive learning environments.

Nugraha et al. (2021) reported that incorporating animated videos grounded in local wisdom led to a notable enhancement in students' listening abilities, as learners showed greater attention and involvement when the material was delivered in a contextual and visually appealing format. The use of such media also contributed to a more dynamic classroom atmosphere, reducing the sense of routine in the learning process. Similarly, Fadilah et al. (2025) revealed that instructional videos

integrating local cultural elements were highly appropriate for classroom use, as they not only improved students' academic achievement but also encouraged more active participation during learning activities, highlighting the value of audiovisual tools in education.

In line with this, Wahyuni et al. (2025) found that local wisdom-based video media in writing instruction enhanced both student engagement and writing performance, as learners were better able to relate the content to their own cultural experiences, which in turn supported more creative idea development.

Taken together, these findings indicate that the integration of local wisdom through diverse instructional approaches can foster a more engaging and meaningful learning environment. In the context of English teaching at the senior high school level, particularly in writing report texts, such integration can be realized through multiple complementary strategies, including the use of locally relevant topics, the design of teaching materials rooted in local culture, the application of project-based learning, and the incorporation of contextual multimedia resources. Prior studies consistently demonstrate that these approaches not only facilitate students' comprehension and idea

generation but also enhance their motivation, participation, and overall writing quality. Moreover, embedding local wisdom within learning contributes to reinforcing students' cultural identity in the face of globalization. Therefore, integrating local wisdom into teaching materials for report text writing can be regarded as a meaningful, relevant, and student-centered pedagogical strategy.

Benefits of Using Local Wisdom in Teaching Materials for Writing Report Texts

Drawing on the reviewed studies, incorporating local wisdom into instructional materials for writing report texts yields notable advantages. From a cognitive standpoint, learners tend to grasp concepts more readily when the subject matter is tangible and closely related to their everyday environment. This familiarity supports students in recognizing key information, arranging their thoughts coherently, and producing well-structured texts.

These observations are consistent with findings by Astuti et al. (2024) who report that teaching materials grounded in local wisdom enhance students' comprehension by presenting content in a more contextualized and relatable manner.

Likewise, Murniasih et al. (2024) demonstrate that embedding local cultural elements in news text writing activities strengthens students' ability to generate ideas and organize their writing more systematically, as the content becomes easier to interpret. In a similar vein, Wulandari et al. (2024) affirm that locally oriented teaching resources are both valid and effective for writing instruction, as they enable learners to link academic material with their surrounding cultural realities.

From an affective standpoint, embedding local wisdom into learning materials tends to foster stronger learner engagement, as students perceive the content to be closely connected to their own lived experiences. This relevance not only stimulates greater enthusiasm and participation, but also nurtures a deeper appreciation of their cultural heritage, encouraging a sense of responsibility toward safeguarding local traditions.

Empirical evidence supports this view. A study by Indriyani et al. (2024) revealed that integrating local wisdom into elementary science instruction significantly enhanced students' learning interest and motivation, largely because the subject matter resonated with their everyday realities. As a result, learners demonstrated

higher levels of participation and enthusiasm during classroom activities. Similarly, Umam & Arifin (2025) found that instruction grounded in local wisdom contributes not only to cognitive development but also to the cultivation of positive learner dispositions, including cultural pride and a heightened awareness of the importance of preserving local values.

Further reinforcing these findings, Rizqi et al. (2025) reported that incorporating local wisdom into character education promotes the development of key affective traits such as tolerance, responsibility, and social sensitivity among students. In the same vein, Saputro (2025) emphasized that the deliberate integration of local cultural elements within instructional practices can reinforce students' cultural identity while simultaneously increasing their awareness and commitment to maintaining and conserving regional heritage.

From a skill development perspective, students show greater proficiency in writing when they are provided with concrete and observable references. Pebriansa et al. (2026) revealed that implementing Project-Based Learning (PjBL) in observational report writing classes encouraged learners to become

more engaged and resulted in more coherent and well-organized texts, as students were actively involved in observing and reflecting on real objects.

In a similar vein, Rahma & Syahrul (2024) reported that PjBL significantly enhanced students' ability to compose observational reports compared to traditional instruction, since learners participated directly in collecting data and structuring their reports. Supporting these findings, Simanullang et al. (2025) demonstrated that experiential learning approaches such as discovery learning improve students' report writing performance because they are able to directly examine objects and translate their observations into systematic written forms. Likewise, Pulungan et al. (2025) found that active learning strategies contribute to better writing outcomes as students find it easier to generate and develop ideas based on real-life experiences.

In addition, the incorporation of local wisdom plays an important role in shaping students' character, including fostering appreciation for culture, environmental awareness, and respect for diversity. This indicates that the learning process extends beyond cognitive achievement and also supports affective and character development.

In conclusion, integrating local wisdom into teaching materials for report text writing contributes holistically to students' learning outcomes. It enhances cognitive understanding by making learning more contextual, strengthens motivation by connecting materials with students' lived experiences, and improves writing skills through authentic observation-based learning. Previous studies consistently support these findings, highlighting that local wisdom-based instruction effectively improves students' academic performance, skills development, and positive attitudes. Therefore, integrating local wisdom into teaching materials is a meaningful and relevant pedagogical approach that not only strengthens academic competence but also contributes to character building and cultural awareness in a sustainable manner.

Challenges of Using Local Wisdom in Report Text Writing Teaching Materials

Although the incorporation of local wisdom into teaching materials for report text writing offers various advantages, its application is not without difficulties. One of the primary constraints lies in the scarcity of accessible and well-developed instructional resources that specifically integrate local cultural values. As a result,

educators are often required to design and construct learning materials on their own, which demands a high level of creativity, effort, and instructional innovation.

Alber et al. (2023) indicate that instructional materials currently used in schools still present notable shortcomings, particularly in their limited capacity to incorporate local wisdom effectively within language education. This situation highlights that the scarcity of locally grounded references remains a key barrier to the successful implementation of culture-based learning approaches. In a similar vein, Ani et al. (2024) argue that teaching resources grounded in local wisdom should be deliberately designed and developed to ensure learning experiences are more contextualized and closely aligned with students' real-life environments. Nevertheless, such development places an additional burden on teachers, as ready-to-use standardized materials are still rarely available.

Furthermore, Hidayatullah et al. (2022) emphasize that the preparation of teaching materials integrating local wisdom demands careful consideration of language clarity and readability so that the content can be effectively understood and utilized by learners. Weaknesses in these areas often create further challenges for teachers

in producing appropriate instructional resources.

In addition, not all educators possess adequate knowledge and pedagogical competence to successfully embed local wisdom into English language instruction. This limitation may affect both the quality of the teaching materials developed and the overall effectiveness of classroom implementation. Supporting this view, Lubis et al. (2024) reveal that incorporating local cultural values, such as the Tri Hita Karana philosophy, into English learning requires strong pedagogical expertise from teachers. Without sufficient conceptual understanding, the integration of such cultural values cannot be optimally realized within the teaching and learning process.

A study conducted by Dharmayanti & Sawitri (2024) highlighted that English teachers are expected to effectively connect instructional content with local cultural settings. When teachers lack adequate competence in doing so, the learning process tends to become less meaningful and fails to facilitate the internalization of cultural values among students. In a similar vein, Mubaraq et al. (2025) pointed out that targeted professional development is crucial for teachers in order to enhance their capability in designing teaching

materials that incorporate local wisdom. This is particularly important because many educators are not yet familiar with systematically embedding cultural values into lesson planning.

Another issue frequently identified is the constraint of instructional time alongside an already dense curriculum structure, which often encourages teachers to rely on existing, ready-to-use teaching materials. This situation is supported by findings from Ulfa et al. (2024) who reported that restricted classroom time limits the depth of material delivery, especially for topics that require detailed explanation and hands-on practice. Consequently, teachers are required to modify and simplify their instructional strategies to fit the available time allocation.

In addition, Nurnaifah (2024) emphasized that both limited teaching time and the complexity of curriculum demands significantly hinder teachers in developing instructional materials that fully align with student needs. This challenge is further strengthened by the findings of Alfiany et al. (2024) which revealed that educators tend to depend on straightforward teaching approaches and pre-prepared materials due to difficulties in developing their own

resources and insufficient understanding of the updated curriculum framework.

Yulianti & Antosa (2024) found that limitations in instructional time, particularly in online learning environments, significantly hinder teachers' ability to manage classroom activities effectively, which often results in less optimal and overly simplified instructional processes. In a similar vein, Komarudin et al. (2024) highlighted that restricted resources along with limited availability of instructional materials during curriculum implementation tend to shape teachers' preference for more practical teaching resources, as these conditions do not sufficiently support the development of more innovative learning materials.

Furthermore, student heterogeneity in terms of cultural and social background presents another challenge in selecting locally relevant cultural content that can be universally accepted in the classroom. This perspective is supported by Yusuf & Kamariah (2024) who argue that incorporating local wisdom into education requires careful consideration of learners' cultural and social diversity to ensure inclusivity and to avoid educational disparities among students.

In addition, Andini & Sirozi (2024) emphasize that although local wisdom can enhance curriculum content, its application must be flexible and responsive to diverse student backgrounds; otherwise, inconsistencies may arise between instructional materials and students' lived experiences. In line with this, Simanungkalit et al. (2024) assert that integrating local wisdom into learning materials should be context-sensitive to avoid cultural exclusivity, especially since classroom diversity can significantly influence how students interpret and engage with learning content.

Similarly, Rizqi et al. (2025) reported that education based on local wisdom can foster greater tolerance among students from varied backgrounds, yet it still requires careful selection of culturally universal values to prevent potential misunderstandings or conflicts. This indicates that learner diversity should be a central consideration in determining which elements of local wisdom are incorporated. Moreover, Saputro (2025) explains that successful integration of local wisdom in education must take into account cultural variation among students to maintain relevance and comprehension; otherwise, cultural differences may become an obstacle in the learning process.

Based on the discussion presented, it can be inferred that the incorporation of local wisdom into teaching materials for writing report texts holds significant potential for enhancing the quality of English instruction in senior high schools. Nevertheless, its practical implementation is still confronted with several substantial challenges. One of the main issues is the limited availability of relevant references and the lack of well-developed standardized teaching resources. In addition, many teachers still face difficulties in effectively embedding local cultural values into instructional materials due to insufficient pedagogical competence in this area.

Furthermore, constraints such as restricted instructional time, an overloaded curriculum, and the heterogeneous backgrounds of students also influence the effectiveness of integrating local wisdom into classroom practices. These conditions often limit teachers' flexibility in designing more contextual and culturally responsive learning experiences.

Therefore, comprehensive and collaborative efforts are required to address these challenges. This includes the systematic development of context-based teaching materials, continuous professional development programs to strengthen

teachers' competencies, and careful adaptation of learning content to accommodate student diversity. Through these strategies, the integration of local wisdom in English language teaching can

be implemented more effectively, inclusively, and sustainably in senior high schools.

CONCLUSIONS

Based on the findings obtained from the literature review, it can be inferred that incorporating local wisdom into instructional materials for teaching report text writing at the senior high school level represents an educational strategy that is closely connected to learners' everyday experiences. From a theoretical perspective, local wisdom functions as both a content source and contextual framework that supports students in generating ideas, comprehending textual organization, and producing writing that is structured and fact-based. Such an approach is consistent with the principles of contextual learning and learner-centered instruction, where students are positioned as the primary agents in the learning process.

In practice, the integration of local wisdom within English language instruction in senior high schools may be carried out by embedding locally relevant themes, including regional culture, tourist destinations, traditional cuisine, and community customs, as topics for report

text composition. In addition, this integration can be supported through the design of instructional resources such as locally based modules or worksheets, as well as the application of project-based learning strategies that require students to engage directly with their surrounding environment. These practices indicate that local wisdom can be incorporated in a flexible manner across different instructional approaches.

The significance of these findings lies in the fact that they challenge the notion that report text writing must be taught in an abstract or decontextualized manner. Instead, embedding local wisdom allows the learning process to become more meaningful, engaging, and closely aligned with students' lived experiences. Moreover, such integration contributes to character development, particularly in fostering cultural awareness and appreciation of the local environment. In relation to previous studies, these results further support the argument that contextualized learning

rooted in local culture holds strong potential for enhancing English language learning outcomes, especially in writing skills.

Nevertheless, the application of local wisdom in instructional materials is not without obstacles. Common challenges include the limited availability of suitable learning resources, insufficient teacher competence in designing culturally based materials, and restricted instructional time. Consequently, it is necessary for teachers, educational institutions, and curriculum developers to work collaboratively in order to ensure that the integration of local wisdom is implemented in a more structured, consistent, and sustainable way.

Overall, this study emphasizes that the incorporation of local wisdom into teaching materials for report text writing should be continuously encouraged as an innovative approach in high school English education. This strategy not only supports the improvement of students' writing abilities but also enhances the relevance of learning to real-life contexts while

simultaneously contributing to the preservation of local cultural values within education.

In addition, this study provides several implications for future research and educational practice. Future researchers are encouraged to conduct empirical studies that examine the effectiveness of local wisdom-based report text materials in improving students' writing achievement, motivation, and classroom engagement. Further studies may also focus on developing and testing specific instructional products, such as teaching modules, digital learning media, or project-based learning models grounded in local culture. From a practical perspective, teachers are recommended to incorporate culturally relevant topics into writing instruction to create more meaningful learning experiences, while educational institutions and policymakers are expected to provide greater support through training programs, curriculum development, and the provision of contextual teaching resources.

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