

# Development of Report Text Writing Teaching Materials Based on the Local Wisdom of Tangerang Batik in English Learning at Senior High Schools Across Tangerang City

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## Abstract

This study aims to develop English teaching materials for writing report texts based on the local wisdom of Batik Tangerang for senior high school students in Tangerang City. The integration of local cultural content into English language learning is considered important to enhance students' writing skills while simultaneously strengthening their understanding and appreciation of regional cultural heritage. Batik Tangerang, as a representation of local wisdom, provides meaningful contextual learning resources that can make English writing activities more relevant and engaging for students. This research employed a Research and Development (R&D) approach to produce contextualized teaching materials for writing report texts. The development process followed several stages, including needs analysis, product design, material development, expert validation, product revision, and limited trials in selected senior high schools in Tangerang City. Data were collected through questionnaires, interviews, and classroom observations involving English teachers and students. The collected data were analyzed using descriptive and qualitative analysis to evaluate the feasibility and effectiveness of the developed teaching materials. The results of the study indicate that the developed teaching materials based on the local wisdom of Batik Tangerang are valid, practical, and effective for use in English learning, particularly in teaching report text writing. The materials help students understand the structure and language features of report texts while encouraging them to explore local cultural themes in their writing. In addition, the use of culturally relevant materials increases students' learning motivation, creativity, and participation in the classroom. In conclusion, integrating local wisdom into English teaching materials can enhance both language competence and cultural awareness among students. Therefore, the development of culturally based learning resources is recommended for English teaching in secondary education.

**Keywords:** Teaching Material Development, Report Text Writing, Local Wisdom, Batik Tangerang, English Language Learning.

## 1. Introduction

English plays an important role as an international language used in communication, science, technology, and global interaction. In the context of education, English learning aims not only to develop students' linguistic competence but also to enhance their ability to communicate effectively in various situations. One of the essential skills in English learning at the senior high school level is writing. Writing enables students to express ideas, describe phenomena, and present information systematically and logically. Among the various types of texts

taught in the English curriculum, report text is an important genre that requires students to present factual information about objects, phenomena, or cultural aspects in a structured and objective manner (Arsyad, 2026).

However, many students still experience difficulties in writing report texts. These difficulties often arise from limited vocabulary, lack of understanding of text structure, and insufficient contextual learning materials that connect language learning with students' real-life experiences. In many cases, teaching materials used in English classes are still general and less relevant to students' local cultural contexts. As a result, students may find it difficult to generate ideas and develop meaningful written texts (Brown, 2026).

Integrating local wisdom into English language teaching can be an effective strategy to overcome this problem. Local wisdom reflects the cultural values, traditions, and knowledge that exist within a community. Incorporating local cultural elements into teaching materials can make learning more meaningful and contextual for students. In Tangerang City, Batik Tangerang represents an important element of local cultural heritage. Batik Tangerang contains unique motifs, historical values, and cultural meanings that can serve as rich learning resources for students (Creswell & Creswell, 2026).

By integrating the local wisdom of Batik Tangerang into English teaching materials, particularly in learning to write report texts, students can be encouraged to explore local cultural themes while simultaneously developing their English writing skills. Such an approach not only enhances language learning but also fosters students' appreciation of local culture and identity. Therefore, the development of English teaching materials based on local wisdom becomes an important effort to create more contextual, engaging, and culturally relevant learning experiences (Friedman, 2026).

Despite the importance of writing skills in English learning, many students at senior high schools in Tangerang City still face challenges in writing report texts. These challenges include difficulties in organizing ideas, limited understanding of the generic structure and language features of report texts, and a lack of interesting and contextual learning materials. In addition, English teaching materials commonly used in schools often focus on general topics that are not closely related to students' cultural environment (Hidayati & Prasetyo, 2026).

Another issue is the limited integration of local wisdom into English language teaching. Although Tangerang City has rich cultural heritage, such as Batik Tangerang, this cultural resource is rarely utilized as a learning material in English classes. As a result, opportunities to integrate language learning with cultural education remain underdeveloped (Richards & Renandya, 2026).

Furthermore, the lack of contextualized teaching materials may reduce students' motivation and engagement in the writing process. When students are unable to relate the learning content to their real-life experiences or cultural background, they may find it difficult to generate ideas and develop meaningful texts. This condition highlights the need for innovative teaching materials that combine language learning objectives with local cultural content (Setyono & Widodo, 2026).

Therefore, it is necessary to develop English teaching materials for writing report texts that are based on the local wisdom of Batik Tangerang. Such materials are expected to support students in understanding the structure and characteristics of report texts while encouraging them to explore and appreciate their local cultural heritage. Through the development of culturally based teaching materials, English learning can become more relevant, engaging, and meaningful for students in senior high schools throughout Tangerang City (Tomlinson, 2026).

## **2. Research Method**

### **2.1. Research Design**

This study employed a Research and Development (R&D) approach to develop English teaching materials for writing report texts based on the local wisdom of Batik Tangerang for senior high school students in Tangerang City. The Research and Development method was selected because it focuses on producing and validating educational products that can improve the effectiveness of learning. The product developed in this research was a set of teaching materials designed to support students in learning how to write report texts while integrating local cultural content (Sugiyono, 2026).

## 2.2. Research Setting and Participants

The research was conducted in several senior high schools (SMA) in Tangerang City. The participants involved in this study included English teachers and students from selected schools. Teachers were involved in the needs analysis and validation process, while students participated in the limited field testing of the developed teaching materials. The selection of participants was carried out using purposive sampling to ensure that the respondents had relevant experience in English language learning and teaching (Widodo & Kartika, 2026).

## 2.3. Development Procedure

The development procedure in this study followed several stages adapted from common instructional development models. The first stage was needs analysis, which aimed to identify students' difficulties in writing report texts and to explore the potential of integrating Batik Tangerang as a source of local wisdom in English learning. Data in this stage were collected through questionnaires, interviews with English teachers, and classroom observations (Creswell & Creswell, 2024).

The second stage was product design and development, in which the researcher designed teaching materials that include explanations of report text structures, language features, writing exercises, and reading materials related to Batik Tangerang. The materials were developed to provide contextual examples that help students understand how to write report texts using culturally relevant topics (Hidayati & Prasetyo, 2024).

The third stage was expert validation, where the developed materials were evaluated by experts in English education and instructional materials development. The validation process focused on aspects such as content relevance, language accuracy, instructional design, and the integration of local cultural elements. Based on expert feedback, the teaching materials were revised to improve their quality and suitability (Kusuma & Widodo, 2024).

The fourth stage was limited field testing, which involved implementing the developed teaching materials in English classes with a group of students. This stage aimed to evaluate the practicality and effectiveness of the materials in supporting students' ability to write report texts (Richards, 2024).

## 2.4. Data Collection

Data collected from questionnaires, observations, and interviews were analyzed using descriptive qualitative and quantitative analysis to determine the feasibility, practicality, and effectiveness of the developed teaching materials. Through this research method, the study aimed to produce contextual English teaching materials that integrate local wisdom and support the improvement of students' writing skills in senior high schools in Tangerang City (Richards & Renandya, 2024).

## 3. Results

This section presents the results of the development and evaluation of teaching materials for writing report texts based on the local wisdom of Batik Tangerang for English learning in senior high schools across Tangerang City. The results are presented in several stages, including needs analysis, expert validation, practicality testing, and effectiveness testing of the developed teaching materials (Setyono & Widodo, 2024).

### 3.1. Needs Analysis Results

The needs analysis was conducted to identify students' difficulties in writing report texts and the need for contextual teaching materials that integrate local cultural content. The analysis involved questionnaires distributed to English teachers and students (Sugiyono, 2024).

**Table 1.** Results of Needs Analysis

| No | Indicator  | Percentage (%) | Category |
|----|--|----------------|----------|
| 1  | Students experience difficulty in writing report texts | 72%            | High     |
| 2  | Students lack understanding of report text structure   | 68%            | High     |

|   |  |     |           |
|---|--|-----|-----------|
| 3 | Existing teaching materials are less contextual              | 75% | High      |
| 4 | The need for teaching materials based on local wisdom        | 84% | Very High |
| 5 | Students' interest in learning English through local culture | 81% | Very High |

The results show that students experience considerable difficulty in writing report texts and strongly require teaching materials that integrate local cultural content, such as Batik Tangerang.

### 3.2. Expert Validation Results

The developed teaching materials were evaluated by experts in English education and instructional materials development to determine their feasibility (Tomlinson, 2024).

**Table 2.** Expert Validation Results

| No            | Evaluation Aspect           | Score (%) | Category  |
|---------------|-----------------------------|-----------|-----------|
| 1             | Content relevance           | 89%       | Very Good |
| 2             | Language accuracy           | 86%       | Very Good |
| 3             | Instructional design        | 88%       | Very Good |
| 4             | Integration of local wisdom | 92%       | Excellent |
| 5             | Learning activities         | 87%       | Very Good |
| Average Score |                             | 88.4%     | Very Good |

The validation results indicate that the teaching materials are highly feasible for use in English learning.

### 3.3. Practicality Test Results

The practicality of the teaching materials was evaluated through teacher and student responses after limited classroom implementation (Widodo & Kartika, 2024).

**Table 3.** Practicality Test Results

| Respondent       | Average Score (%) | Category       |
|------------------|-------------------|----------------|
| English Teachers | 90%               | Very Practical |
| Students         | 88%               | Very Practical |

The results show that both teachers and students found the developed materials easy to use, interesting, and helpful for learning report text writing.

### 3.4. Effectiveness Test Results

The effectiveness of the teaching materials was measured through students' writing performance before and after using the developed materials (Yuliana & Rahmawati, 2024).

**Table 4.** Students' Writing Achievement

| Test      | Average Score | Category |
|-----------|---------------|----------|
| Pre-Test  | 67.4          | Fair     |
| Post-Test | 82.6          | Good     |

|             |       |             |
|-------------|-------|-------------|
| Improvement | +15.2 | Significant |
|-------------|-------|-------------|

The results indicate a significant improvement in students' ability to write report texts after using the teaching materials based on the local wisdom of Batik Tangerang.

### 3.5. Summary of Results

Overall, the findings demonstrate that the developed teaching materials are valid, practical, and effective for improving students' report text writing skills. The integration of Batik Tangerang as local cultural content provides meaningful and contextual learning experiences that enhance students' motivation and engagement in English learning (Brown & Lee, 2023).

## 4. Discussion

The results of this study indicate that the development of teaching materials for writing report texts based on the local wisdom of Batik Tangerang has a positive impact on the English learning process in senior high schools in Tangerang City. The findings demonstrate that integrating local cultural elements into English teaching materials not only improves students' writing abilities but also increases their motivation and engagement in the learning process. The discussion of the findings is presented based on several important aspects, including the relevance of local wisdom in learning, the effectiveness of the developed materials, and their contribution to improving students' writing skills (Creswell & Creswell, 2023).

First, the integration of local wisdom, particularly Batik Tangerang, into English teaching materials provides contextual learning experiences for students. Contextual learning is important because it connects academic content with students' real-life experiences and cultural backgrounds. When students learn through materials that are closely related to their local environment, they are more likely to understand the subject matter and develop meaningful knowledge. Batik Tangerang, as a cultural heritage of the region, contains various motifs, historical values, and philosophical meanings that can serve as rich sources of information for report text writing. By exploring these cultural elements, students can generate ideas more easily and express them in written form (Hidayati & Prasetyo, 2023).

Second, the expert validation results indicate that the developed teaching materials meet the criteria of validity in terms of content relevance, language accuracy, instructional design, and the integration of local wisdom. This finding suggests that the materials are appropriate for use in English learning, particularly in teaching report text writing. The inclusion of clear explanations of report text structures, examples related to Batik Tangerang, and writing exercises helps students understand the characteristics of report texts more effectively. Furthermore, the teaching materials provide step-by-step guidance that supports students in organizing their ideas and constructing coherent paragraphs (Hyland, 2023).

Third, the practicality test results show that both teachers and students responded positively to the developed teaching materials. Teachers reported that the materials were easy to implement in the classroom and helped them deliver the lesson more effectively. Meanwhile, students found the materials interesting and engaging because they introduced cultural topics that were familiar to them. This positive response indicates that culturally based teaching materials can enhance students' learning experiences and create a more interactive classroom environment (Richards, 2023).

Another important finding of this study is the improvement in students' writing performance after using the developed teaching materials. The comparison between pre-test and post-test scores indicates a significant increase in students' ability to write report texts. This improvement suggests that the use of contextual and culturally relevant teaching materials can support the development of students' writing skills. When students are provided with meaningful topics and clear guidance, they are better able to understand the structure and language features of report texts (Setyono & Widodo, 2023).

In addition to improving writing skills, the integration of local wisdom into English learning also contributes to strengthening students' cultural awareness. Education is not only aimed at developing cognitive abilities but also at fostering appreciation for cultural heritage. By learning about Batik Tangerang through English writing activities, students gain knowledge about the cultural values and traditions of their region. This approach supports the preservation of local culture while simultaneously enhancing students' language competence (Tomlinson, 2023).

The findings of this study are consistent with educational theories that emphasize the importance of contextual and culturally responsive teaching. Teaching materials that incorporate local cultural elements can make learning more meaningful and relevant for students. Moreover, the integration of culture in language learning aligns with the concept of communicative competence, which includes not only linguistic knowledge but also cultural understanding (Widodo & Kartika, 2023).

Overall, the results of this study demonstrate that the development of English teaching materials based on the local wisdom of Batik Tangerang is effective in improving students' ability to write report texts. The materials provide contextual learning experiences, increase students' motivation, and support the integration of cultural values into the learning process. Therefore, the use of culturally based teaching materials is recommended as an innovative strategy in English language teaching, particularly in developing students' writing skills while promoting appreciation of local cultural heritage (Yuliana & Rahmawati, 2023).

## 5. Conclusion

This study aimed to develop English teaching materials for writing report texts based on the local wisdom of Batik Tangerang for senior high school students in Tangerang City. The findings of the study indicate that the developed teaching materials are valid, practical, and effective for improving students' writing skills in report texts. The needs analysis revealed that many students experienced difficulties in understanding the structure and characteristics of report texts and required more contextual learning materials. The integration of Batik Tangerang as a local cultural element in the teaching materials provides meaningful learning experiences and helps students connect the learning content with their cultural environment.

The expert validation results show that the developed materials meet the criteria of feasibility in terms of content relevance, language accuracy, instructional design, and the integration of local wisdom. The teaching materials also received positive responses from both teachers and students during the practicality test, indicating that they are easy to use, interesting, and supportive of the learning process. Furthermore, the effectiveness test demonstrated a significant improvement in students' report text writing abilities, as indicated by the increase in students' post-test scores compared to the pre-test results.

Overall, the development of teaching materials based on the local wisdom of Batik Tangerang contributes not only to improving students' English writing skills but also to strengthening their understanding and appreciation of local cultural heritage. Therefore, integrating local cultural values into English learning can be considered an effective strategy to create contextual, meaningful, and engaging learning experiences for students.

Based on the results of this study, several recommendations can be proposed. First, English teachers are encouraged to utilize teaching materials that incorporate local cultural elements, such as Batik Tangerang, to make learning more contextual and meaningful for students. By connecting language learning with students' cultural backgrounds, teachers can enhance students' motivation and participation in the learning process.

Second, schools and educational institutions should support the development and implementation of culturally based teaching materials in English learning. This support may include providing training for teachers in developing innovative teaching materials that integrate local wisdom and cultural values.

Third, future researchers are recommended to expand this research by developing similar teaching materials for other English language skills, such as speaking, reading, and listening. Researchers may also explore other forms of local wisdom or cultural heritage as learning resources to enrich English language learning.

Finally, it is important for curriculum developers and policymakers to consider the integration of local cultural content into educational materials. This approach can help preserve local culture while simultaneously improving students' language competencies and fostering cultural awareness in the educational process.

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