

**TEACHERS' STRATEGIES IN DEVELOPING ENGLISH
MATERIALS BASED ON STUDENTS' LOCAL CULTURE**

THESIS

Submitted by:

DIANA NADILA

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 180203129



ENGLISH EDUCATION DEPARMENT

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THESIS

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By:


Diana Nadila

NIM. 180203129

*Student of Fakultas Tarbiyah dan Keguruan
Departmen of English Language Education*

Approved by:

Supervisor,


Rita Hermida, S.Pd.I., M.Pd.

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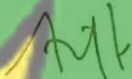
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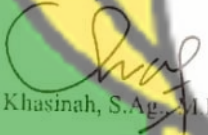
Rita Hermida, S.Pd.I., M.Pd.

Secretary.



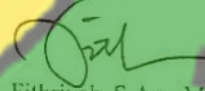
Azizah, S. Ag., M.Pd

Member.



Siti Khasinah, S.Ag., M.Pd.

Member.



Fithriyah, S.Ag., M.Pd.

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry



Prof. Saiful Mahkum, S. Ag., MA., M.Ed., Ph.D

NIP 197301021997031003

DECLARATION OF ORIGINALITY

Yang bertanda tangan di bawah ini:

Nama : Diana Nadila

NIM : 180203129

Tempat/Tanggal Lahir : KutaBuloh 1, 11 maret 1999

Alamat : Kutabuloh 1 Meukek Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Teachers' Strategies in Developing English Materials Based on Students'
Local Culture**

Adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka sepenuhnya akan menjadi tanggung jawab saya. Demikian pernyataan ini saya buat dengan sesungguhnya

Banda Aceh,

Yang Menyatakan

(Diana Nadila)

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Maximum effort in the preparation of this thesis is not spared from deficiencies due to limited knowledge and the researcher's oversight. Therefore, the researcher expects input, suggestions and constructive criticism from readers for the perfection of this thesis. In conclusion, the researcher hopes that this thesis

can be useful for fellow students and readers as well as for the sake of increasing our knowledge and insight. May Allah SWT bless our efforts.

Banda Aceh, March 24, 2025

Researcher,

Diana Nadila



ABSTRACT

Name : Diana Nadila
Reg. No : 180203129
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
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Keywords : Teachers' strategies, local culture, English teaching

This study explores teachers' strategies in developing English learning materials based on students' local culture, aiming to integrate cultural relevance into language education. By leveraging local traditions, stories, and practices, teachers create contextualized learning experiences that enhance students' engagement and comprehension. The research employs qualitative methods, including observations, interviews, and document analysis, to identify how local cultural elements are incorporated into teaching strategies and materials. Key findings reveal that teachers utilize storytelling, project-based learning, and role-playing to align English instruction with cultural content, fostering both language acquisition and cultural appreciation. Despite the benefits, challenges such as limited resources and the difficulty of aligning cultural content with curriculum standards are highlighted. This study underscores the importance of culturally responsive teaching in bridging the gap between global language skills and local identity, offering practical insights for educators seeking to integrate local culture into English language instruction.

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
DECLARATION OF ORIGINALITY	i
ABSTRACT	vi
LIST OF CONTENT	vii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Questions	3
C. Objective of the Study.....	3
D. Significance of the Study.....	4
E. Terminology.....	4
CHAPTER II LITERATURE REVIEW.....	10
A. Teachers' strategies.....	10
B. English Materials	16
C. Students' Local Culture.....	16
CHAPTER III RESEARCH METHODOLOGY	22
A. Research Design.....	22
B. Object Of the Study.....	23
C. Method of Data Collection.....	24
CHAPTER IV DATA ANALYSIS AND DISCUSSION	28
A. Finding	28
B. Discussion	38
CHAPTER V CONCLUSION AND SUGGESTIONS.....	39
REFERENCES.....	42

LIST OF APPENDICES

Appendix 1 interview Question

Appendix 2 Data of Interview

Appendix 3 Interview documentation

