

Integrating Tangerang Batik Heritage into EFL Report Text Materials: A Systematic Literature Review

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ABSTRACT:

The integration of local cultural heritage in English as a Foreign Language (EFL) learning is increasingly receiving attention as an effort to create contextual learning while supporting the preservation of cultural identity. However, the use of regional cultural heritage, especially Tangerang batik, as a source of authentic material in report text learning is still relatively limited. This study aims to analyze and synthesize the results of previous research on the integration of local cultural heritage in EFL learning, explore the potential of Tangerang Batik heritage as an authentic source of material for report texts, and identify the benefits and implementation strategies of culture-based EFL teaching materials. The research uses a qualitative approach with the Systematic Literature Review (SLR) method. Data was collected through literature searches on Google Scholar, Scopus, ScienceDirect, ERIC, SpringerLink, and Crossref databases. Based on the PRISMA procedure, 10 articles that met the inclusion criteria were obtained for analysis. The results of the study showed that the integration of local cultural heritage had a positive impact on EFL learning through increased learning motivation, language skills, cultural identity, intercultural competence, and awareness of cultural preservation. In addition, Batik Tangerang has a strong potential as an authentic material in learning report text because it contains information about history, philosophy, motifs, and cultural values that are in accordance with the characteristics of report text. This research also identifies several implementation strategies, such as the use of authentic sources, project-based learning, the use of digital media, and culture-based writing activities. Therefore, the integration of Tangerang Batik heritage in report text materials can be an alternative to learning English that is contextual while supporting the preservation of local culture.

Keywords: Tangerang Batik Heritage, EFL Learning, Report Text, Local Cultural Heritage, Systematic Literature Review

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Introduction

Learning English as a Foreign Language (EFL) is currently not only oriented towards mastering linguistic competence, but is also

directed at developing students' cultural awareness. In the context of 21st century education, language learning is expected to be able to connect language skills with

understanding local cultural identity so that students do not lose their cultural roots in the midst of globalization (1). However, the various English teaching materials used in schools are still dominated by foreign cultural content, while local culture has not been widely used as a contextual learning resource. Local culture generally only appears in the form of simple themes such as traditions, customs, and local values, while most of the material is still dominated by Western culture. This condition creates a gap between the learning material and the cultural reality of the students (2).

The urgency of preserving local culture through education is increasingly relevant considering the great cultural richness of Indonesia. Data from the Ministry of Culture shows that after the determination of 514 new WBTb elements by 2025, the number of documented Indonesian Intangible Cultural Heritage has reached 2,727 cultural elements (3). This data shows that Indonesia has a huge cultural resource to be used as a source of contextual learning in the educational environment. The integration of local culture in the development of EFL materials has a high urgency because it is able to make learning more contextual and relevant to students' experiences (4).

One form of cultural heritage that has great potential to be integrated into English learning is batik. Batik is one of Indonesia's cultural heritage that has gained international recognition. On October 2, 2009, UNESCO officially designated Indonesian Batik as part of the Representative List of the Intangible Cultural Heritage of Humanity. This recognition is given because batik is not only seen as a handicraft product, but also contains cultural values, symbolism, traditions, and identity of Indonesian people that are inherited from generation to generation. UNESCO emphasizes that the techniques, symbols, and culture inherent in batik have become an important part of the life of the Indonesian people from birth to death (5). This international recognition shows that batik has high cultural value and deserves to be used as a source of learning in various fields of education, including learning English.

Among the various types of batik that developed in Indonesia, Tangerang Batik has unique characteristics because it reflects the history and cultural diversity of the Tangerang people. Tangerang Batik motifs are inspired by regional icons, local history, community life, and natural resources that are characteristic of the region. The use of Tangerang Batik as a learning

resource is able to increase students' understanding of local history and culture. Tangerang batik not only functions as a cultural product, but can also be used as an effective educational medium to introduce local identity and values to the younger generation (6). The integration of batik materials into learning is able to increase students' interest in the material studied while expanding their understanding of Indonesian cultural values (7). However, the use of Tangerang Batik as English learning content is still relatively limited compared to other local cultures which are more often used as objects of research and development of teaching materials. In EFL learning, one of the relevant types of texts to integrate cultural heritage is the report text. Report text aims to present factual information about an object, phenomenon, place, or cultural product in a systematic manner. These characteristics make Tangerang Batik a suitable topic to be developed into report text material because students can learn the description, classification, characteristics, history, and cultural values contained in it. The use of local culture-based content can improve reading comprehension, learning motivation, and student engagement during the learning process (8). Local culture can be used as a source of authentic material that helps learners connect language skills with their cultural experiences (4). So that learning report text not only serves to improve reading and writing skills in English, but also as a means to introduce and preserve local culture.

Based on previous research, the integration of local culture in EFL learning generally still focuses on folklore, regional legends, local wisdom, community traditions, and cultural values in general. Meanwhile, studies that specifically discuss the use of cultural heritage in the form of batik as report text material are still relatively limited, especially those that raise Tangerang Batik as a source of learning. In addition, there have not been many studies that use the Systematic Literature Review approach to map the potential of Tangerang Batik in the development of local culture-based report text materials. Therefore, this research offers novelty by presenting a systematic synthesis of the integration of local cultural heritage in EFL learning with a focus on the use of Tangerang Batik as authentic material in the development of report texts.

This study aims to analyze and synthesize the results of previous research on the integration of local cultural heritage in EFL

learning, explore the potential of Tangerang Batik as a source of authentic materials, and identify the benefits and implementation strategies of local culture-based teaching materials. Theoretically, this research is expected to enrich the study of culture-based EFL learning and the development of contextual teaching materials. Practically, the results of the research can be a reference for teachers, curriculum developers, and compilers of teaching materials in designing report text materials that integrate local cultural heritage while supporting efforts to preserve Tangerang Batik among the younger generation.

Methodology

This study uses a qualitative approach with the Systematic Literature Review (SLR) method. The SLR method is a research approach that is carried out in a systematic, structured, and transparent manner to identify, evaluate, and synthesize the results of previous research that are relevant to a particular topic (9). Through this method, researchers can gain a comprehensive understanding of research developments, study trends, research gaps, and future research development opportunities.

In this study, SLR was used to analyze various studies that discussed the integration of local cultural heritage in learning English as a Foreign Language (EFL), especially related to the development of report text teaching materials. The main focus of the research is directed at the potential of the cultural heritage of Tangerang Batik as a source of authentic material that can be integrated into report text learning to support contextual and culture-based language learning.

Data Sources

The data used in this study are secondary data obtained from various scientific publications relevant to the research topic (10). Data sources include articles from reputable national and international journals, conference proceedings, academic books, and other scientific documents that discuss EFL learning, the development of teaching materials based on local culture, cultural heritage, report texts, and cultural integration in language education.

The selection of literature is carried out based on several inclusion criteria, namely: 1. published in the range of 2021–2026; 2. discuss the integration of local culture or cultural heritage in English language learning; 3. have relevance to the development of teaching

materials or culture-based learning; 4. Available in full text; and 5. published in credible and indexed sources. Literature that is not relevant to the focus of the study, is not fully available, or is a duplicate publication is excluded from the analysis process.

Data Collection Technique

Data collection was carried out through the systematic literature review stage which refers to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) procedure. The initial stage is carried out by identifying articles through various academic databases such as Google Scholar, Scopus, ScienceDirect, SpringerLink, and Crossref. The search process uses a combination of relevant keywords, including: "local cultural heritage", "batik heritage", "Tangerang batik", "EFL materials", "report text", "culture-based learning materials", "English language teaching", and "local culture integration". The articles obtained are then selected based on the title, abstract, and content of the article to ensure their suitability with the research objectives. Once the screening process is complete, articles that meet the inclusion criteria are collected and documented for further analysis.

Data Analysis Technique

Data analysis was carried out qualitatively through a thematic synthesis process. The first stage is the identification and reduction of data by selecting relevant information from each article that has met the inclusion criteria. Furthermore, the data are categorized based on key themes, such as the benefits of integrating local culture in EFL learning, strategies for developing cultural-based teaching materials, the use of cultural heritage as a source of report text material, and the challenges of its implementation in learning.

In the next stage, the results of the grouped research are analyzed comparatively to identify patterns, trends, similarities, and differences in findings between studies. The synthesis was carried out to produce a deeper understanding of how local cultural heritage, especially Tangerang Batik, can be integrated into report text material in EFL learning. The final stage is in the form of drawing conclusions based on the results of literature synthesis so that a comprehensive picture is obtained of the potential, benefits, and direction of the development of teaching materials based on

local cultural heritage in the future.

Search Strategy and PRISMA Framework

This study uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure that the literature search, selection, and analysis process is carried out systematically and transparently. Article searches were conducted through several academic databases, namely Google Scholar, Scopus, ScienceDirect, ERIC, SpringerLink, and Crossref using keywords such as "Tangerang Batik Heritage", "local cultural heritage", "EFL materials", "report text", "culture-based learning materials", and "English language teaching".

The stages of PRISMA that are applied include identification, screening, eligibility, and inclusion studies. Through this procedure, this study obtained relevant and quality literature to examine the potential integration of Tangerang Batik cultural heritage in the development of report text materials in EFL learning.

The initial search results obtained 78 articles relevant to the research topic. After the process of removing 12 duplicate articles, there are 66 articles left for the screening stage. Furthermore, based on the review of titles and abstracts, as many as 38 articles were eliminated because they were not in accordance with the focus of the research. At the eligibility stage, 28 articles were reviewed in full-text review, then 18 articles were excluded because they did not meet the inclusion criteria, such as not discussing the integration of local culture in EFL learning or not relevant to the development of teaching materials. Thus, as many as 10 articles met all the criteria and were used as the main source in the process of data analysis and synthesis.

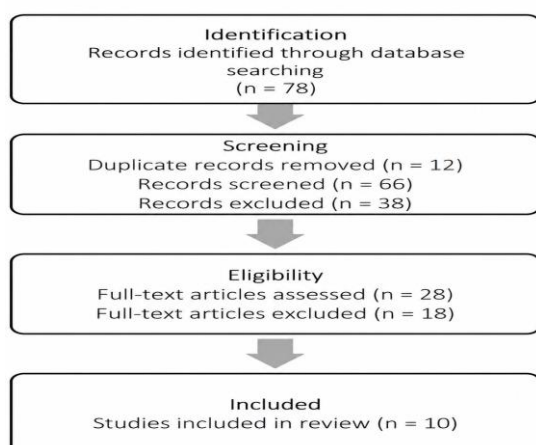


Figure 1. PRISMA Framework

Results

Based on the literature selection process using the Systematic Literature Review (SLR) method, 10 articles were obtained that met the inclusion criteria and were analyzed in depth. These articles discuss the integration of local culture in learning English as a Foreign Language (EFL), the development of culture-based teaching materials, and the use of cultural heritage as a source of language learning. The results of the synthesis show that the integration of local cultural heritage makes a significant contribution to improving the quality of EFL learning, especially in the development of contextual and meaningful report text materials.

Integration of Local Cultural Heritage in the Development of EFL Report Text Materials

The results of the analysis show that most studies place local cultural heritage as an authentic source of material that is able to enrich the content of English language learning. The various forms of local culture found in literature include folklore, regional traditions, historical sites, traditional arts, typical foods, and local cultural products. These materials are integrated into a variety of language skills, including reading, writing, speaking, and listening.

Research conducted by Tantri and Santosa shows that the integration of local culture in EFL teaching materials has a positive impact on student engagement and creates more contextual learning (4). The results of their study reveal that local culture can function as an authentic source of material that helps students understand learning materials through a context that is close to daily life. Similar findings were presented by Hasnah et al. who found that various EFL textbooks developed in Indonesia have begun to integrate elements of local culture as part of the learning materials (11). The representation of local culture in textbooks can increase students' cultural awareness while introducing local values in the context of learning a foreign language.

This shows that local culture has a strategic position to be used as a source of development of learning materials that are relevant to the needs of Indonesian students. Sukun et al. found that students prefer reading materials that promote local wisdom rather than materials that are completely oriented to

foreign cultures (8). Materials that are close to the social and cultural environment of students are considered easier to understand and able to increase interest in learning. These findings strengthen the argument that local cultural heritage can be an effective source in the development of report text materials because it provides factual information that is rich and relevant to students' experiences.

Especially in report text learning, local cultural heritage is considered very relevant because the characteristics of report text focus on presenting factual information about an object, place, phenomenon, or cultural product. Several studies have shown that the use of local cultural objects as the topic of report text helps students understand the structure of the text more easily because the information learned comes from a previously known environment. Thus, students not only learn the linguistic aspect, but also gain a deeper understanding of the culture of their region.

Sukun et al. revealed that the integration of local wisdom into EFL reading materials was able to improve students' understanding because the topics used were closer to their social and cultural experiences (8). Students showed a higher interest in materials that raised local culture than materials oriented to foreign cultures. Similar results were also found by Septiyana et al. who showed that the use of local cultural content can help learners build a deeper understanding of the text while connecting the learning process with their cultural reality (12).

These findings show that the integration of local cultural heritage in report text materials is able to create more contextual learning than the use of generic topics or foreign cultures that are often found in English textbooks. Contextual learning provides opportunities for learners to connect new knowledge with their experiences and socio-cultural environment so that the learning process becomes more meaningful.

Elmiana et al. stated that local culture can be a source of relevant material to increase the linkage between learning content and students' lives. The use of local culture in teaching materials helps learners understand the material more deeply because the topics studied come from an environment they are familiar with. In addition, local culture-based materials are also considered to be able to increase student participation during the learning process (13). Rustam et al. also revealed that English teachers at the secondary

school level view local culture as an effective source of learning to increase the relevance of teaching materials. The results of the needs analysis carried out showed that students tended to be more interested in materials that raised regional culture than general materials (14).

The Potential of Tangerang Batik as a Source of Authentic Materials in EFL Learning

The results of the literature synthesis show that batik is one of the cultural heritage that has characteristics that are very suitable to be developed as report text material. As a cultural product that has history, philosophy, motifs, manufacturing techniques, and socio-cultural values, batik provides complete factual information to be presented in the form of a report text.

In the context of this research, Batik Tangerang has great potential to be used as a source of authentic material in EFL learning. Various Tangerang Batik motifs represent the local identity of the Tangerang people, such as historical elements, regional icons, natural wealth, and cultural diversity of the local community. These characteristics allow students to learn various descriptive and informative aspects that are the main characteristics of report text.

This finding is supported by the research of Yogi et al. who stated that batik as a world cultural heritage has high educational value and can be used as language teaching material because it contains information about the history, philosophy, symbolic meaning, and cultural identity of the Indonesian people (7). Permana et al. also found that Tangerang Batik has strong potential as a source of learning because it is able to represent the history and local identity of the Tangerang people. Through the use of Tangerang Batik as a learning resource, students can understand local cultural values while increasing their knowledge of regional cultural heritage (6). These findings show that Tangerang Batik is not only relevant for historical learning, but also has the potential to be developed as contextual English learning content.

Hasnah et al. explained that the integration of local cultural values in EFL teaching materials can enrich learning content while increasing students' cultural awareness. When local culture is presented as a learning material, learners have the opportunity to learn

English through topics close to their lives (11). Therefore, the use of Tangerang Batik as authentic material in report texts has the potential to create more meaningful learning because it connects language competence with understanding of local culture.

In addition to supporting the achievement of language competence, the use of Tangerang Batik in learning also contributes to the preservation of local culture. Students not only learn about the structure of the text, vocabulary, and grammar in English, but also gain knowledge about the cultural heritage of their own region. Thus, language learning serves as a medium to introduce and preserve local culture to the younger generation.

In line with the research of Agung et al. which shows that the integration of local culture in EFL learning not only supports the development of language competence, but also becomes a means to instill cultural values and character in learners. Through exposure to local cultural content, students get the opportunity to get to know their cultural identity while developing the ability to communicate in foreign languages (1). Therefore, language learning can serve as a bridge between the needs of global language mastery and the preservation of local cultural values. Syam also emphasized that the integration of local wisdom in EFL pedagogy is able to create a balance between mastery of English as an international language and strengthening Indonesian cultural identity. Language learning that utilizes local culture can help learners understand their own culture before interacting with other cultures in a global context (15).

Meanwhile, Faliyanti et al. (2026) emphasized that the use of local culture-based content in EFL learning encourages learners to think more critically about cultural issues in their environment. Students not only understand the information contained in the text, but are also able to reflect on the cultural values and meanings contained in it (16). Thus, the use of Tangerang Batik in learning report text not only functions as a source of language material, but also as a cultural education medium that supports efforts to preserve local cultural heritage in a sustainable manner.

The use of Tangerang Batik as an authentic material is in line with the concept of culturally responsive teaching which emphasizes the importance of linking the learning process with the cultural background of students. Material that is close to students'

lives tends to increase learning engagement and facilitate understanding of the content of the material being studied.

Septiyana et al. stated that the development of materials based on local wisdom through an ethnopedagogical approach can help students connect learning concepts with real experiences they have. The use of local culture as a learning context provides space for students to build a deeper understanding because the material learned is inseparable from their daily lives (12). This condition has a positive impact on the ability to understand the text and interpret the information presented. Elmiana et al. also found that the integration of local cultures into English textbooks is able to create a more authentic and meaningful learning experience. Students not only learn the linguistic aspect, but also gain an understanding of the cultural values that live in the community (13). The findings indicate that the use of Tangerang Batik as an authentic material in report text learning has the potential to increase student engagement while strengthening the connection between English learning and local cultural identity.

Benefits of Integrating Local Cultural Heritage in EFL Learning

Based on the results of the literature analysis, the integration of local cultural heritage in EFL learning provides various benefits from both linguistic and non-linguistic aspects. The findings of the study show that the use of local culture as a source of learning materials is able to create a learning process that is more contextual, meaningful, and relevant to students' lives.

The results of the synthesis show that most studies report the positive impact of the use of local culture in English language learning. Agung et al. found that the integration of local cultures not only increases students' involvement in the learning process, but also supports the strengthening of character values that are relevant to daily life (1). In line with Tantri who stated that teaching materials based on local culture are able to create a more contextual learning experience because students learn language through topics that are close to their social and cultural environment (2).

Hasnah et al. revealed that the integration of local cultural values in EFL teaching materials contributes to increasing students' cultural awareness and understanding of local

identity (11). Syam also emphasized that the use of local culture in English learning can bridge the need for global language mastery with the preservation of national culture (15). Meanwhile, research by Faliyanti et al. and Sukun et al. shows that learners tend to understand the material more easily when the topic being studied comes from a cultural environment they are familiar with (16)(8). Based on these findings, the benefits of integrating local cultural heritage in EFL learning can be grouped into the following aspects.

1. Increase students' motivation to learn

Materials that raise local culture tend to be more interesting because they are close to the lives of students. This closeness encourages the emergence of greater curiosity and engagement during the learning process.

2. Facilitate the understanding of learning materials

Students are more likely to understand the content of the text and the context of learning when the topics used come from a cultural environment they are familiar with. This helps them connect new knowledge with previous experiences.

3. Improve English language skills

The use of local culture-based materials can support the development of reading, writing, speaking, and vocabulary enrichment skills as learners gain the opportunity to use English in meaningful contexts.

4. Strengthening local cultural identity

Learning that contains elements of regional culture helps students get to know and understand their cultural heritage so that they can foster a sense of pride in local cultural identity.

5. Develop intercultural awareness and competence

The integration of local culture allows students to understand their own culture while comparing it with other cultures, thus supporting the development of communication competencies in a global environment.

6. Supporting cultural preservation efforts

The use of local culture as learning material is one of the means to introduce and maintain the sustainability of cultural heritage to the younger generation through the world of education.

Discussion

The results of the study also show various

strategies that can be applied in the development and implementation of EFL teaching materials based on local cultural heritage. These strategies can be a reference for teachers and developers of teaching materials in integrating Tangerang Batik into report text materials.

The results of the synthesis show that the implementation of local culture-based teaching materials requires a strategy that not only places culture as learning content, but also as a context that supports the development of students' language competence. Various studies emphasize the importance of using authentic materials from the cultural environment of students so that learning becomes more relevant and meaningful. Tantri and Santosa found that the integration of local culture in EFL teaching materials can be done through the selection of topics, texts, learning activities, and media that reflect the characteristics of the local culture (4). This approach allows learners to learn English regardless of their cultural identity.

These findings are reinforced by Elmiana et al. who integrate the local wisdom of the Lombok people into English textbooks through texts, illustrations, and cultural-based learning activities (13). Meanwhile, Rustam et al. revealed that teachers need teaching materials that contain local culture contextually so that students can more easily understand the material and have higher involvement in the learning process (14). Septiyana et al. also show that the ethnopedagogical approach can be applied through reading, writing, and discussion activities departing from students' cultural experiences (12). Based on these findings, several strategies for the implementation of Batik Tangerang-based EFL teaching materials can be formulated as follows.

1. Making Tangerang Batik the main topic of the report text

Information about the history, motifs, philosophy, manufacturing process, and characteristics of Tangerang Batik can be compiled into report text material that is in accordance with the objectives of learning English.

2. Using authentic learning resources

The development of materials can utilize photos, batik catalogs, cultural articles, documentation of batik activities, and information from Tangerang Batik artisans so

that the material is more actual and contextual.

3. Integrate culture-based writing activities

Students can be given the task of compiling a report text about Tangerang Batik based on the results of observations, literature studies, or simple interviews so that writing skills develop in a more applicable manner.

4. Implementing Project-Based Learning

Students can work individually or in groups to collect information about Tangerang Batik and produce products in the form of reports, posters, presentations, or videos in English.

5. Leveraging digital media and technology

The use of videos, infographics, interactive e-books, and online learning platforms can increase the attractiveness of learning while expanding students' access to local cultural information.

6. Connecting learning with the surrounding environment

Teachers can invite students to observe Tangerang Batik products directly or present cultural practitioners as resource persons so that learning becomes more authentic and meaningful.

These strategies show that the integration of Batik Tangerang in EFL learning can not only be done through the presentation of text materials, but also through various learning activities that encourage students to interact directly with local culture. By utilizing authentic sources, digital technology, and a student-centered learning approach, Batik Tangerang has the potential to become a learning medium that is able to develop English language competencies while increasing appreciation for the region's cultural heritage. These findings are in line with various studies that confirm that learning based on local culture can create more contextual, meaningful, and sustainable learning experiences.

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Conclusion

Based on the results of the Systematic Literature Review of 10 relevant articles, it can be concluded that the integration of local cultural heritage in English as a Foreign Language (EFL) learning has significant potential in supporting the development of contextual, authentic, and meaningful teaching materials. The results of the synthesis show that the use of local culture as a source of report text material not only helps to improve students' English language competence, but also strengthens cultural identity, increases learning motivation, and develops intercultural awareness and competence. In addition, this study reveals that Tangerang Batik has great potential to be used as authentic material in learning report text because it contains factual information about history, philosophy, motifs, and cultural values that are in accordance with the characteristics of report texts. Thus, the integration of Tangerang Batik in EFL teaching materials can be an alternative to connect language learning with efforts to preserve local cultural heritage.

Based on the results of this study, it is suggested that teachers, teaching material developers, and curriculum makers optimize the use of local cultural heritage as a source of English learning that is relevant to the context of students. Tangerang Batik can be used as one of the sources of authentic material in the development of report texts and other language skills to create more interesting and meaningful learning.

In addition, further research needs to conduct empirical studies on the implementation and effectiveness of the use of Tangerang Batik in EFL learning at various levels of education, as well as develop a model of teaching materials or learning media based on local culture to enrich language learning innovations oriented towards cultural preservation.

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