Current studies in local-culture based ELT materials development evaluation instruments: Systematic review

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Abstract – This systematic literature review was completed to investigate the status quo of evaluation instruments utilized in the development of local-culture based ELT materials in Indonesia. The main concern in this review is the validity of the evaluation instrument. This research used the PRISMA 2020 model to review the existing studies in the intended area. The data were collected from the Garuda database an official database to index articles published in Indonesia. There are 2.394 studies obtained and only 76 of them fulfil all criteria for analysis. Out of 76 studies reviewed, the results show that there are no studies that have validated their evaluation instruments. In addition, 56 studies prefer to use self-made evaluation instruments in the materials development process. Only 10 studies chose to adapt the available evaluation instrument from other sources in their development process. This review found that there is a gap that lies between the available local culture-based ELT materials evaluation instruments and the need of validity to be applied to materials development. It suggested the need of more studies in instrument development and validation to support Indonesian local-culture based ELT materials development. In the long run, the local culture will be globally well-known and accepted if the materials are available and accessible world-wide.

Keywords: ELT materials development, evaluation instrument validity, Garuda, local culture, systematic review

1. Introduction

The field of English Language Teaching (ELT) has long recognized the importance of context-specific materials in enhancing learning experiences (Dwiputra & Sundawa, 2023). Incorporating local-culture based materials in the learning process become one of the most popular ways to insert more context in English language learning especially when it is positioned as a foreign language (Agustina et al., 2023; Dianti et al., 2023; Fraseda et al., 2022). The incorporation of culturally relevant materials has been widely acknowledged as a means to engage learners more deeply and facilitate effective language learning (Dwiputra & Sundawa, 2023; Tomlinson, 2012). In ELT, this approach recognizes that language is inseparable from culture, and effective language teaching must align with the cultural backgrounds and identities of learners (Ordóñez Procel et al., 2023). Consequently, local-culture based ELT materials aim to bridge the gap between language instruction and the cultural context of learners, promoting not only linguistic competence but also cultural awareness and competence.

In actual practice, the incorporation of local culture in ELT challenges educators' creativity to constantly adapt the available ELT materials to the diverse cultural settings in which they are employed. Using locally published ELT materials published by the government can be a good solution to this issue, however, in Indonesia, this does not seem to be the case. The diverse culture in Indonesia makes it impossible for the ELT materials produced by the central government to be able to suit the context of every learner in each region. This kind of ELT material is usually only able to cover limited contents and would only choose a few representative local cultures to be included in the material (Fahik, 2020; Saraswati et al., 2023). Meanwhile, every region in Indonesia is commonly represented by certain tribe or community that have their own culture which makes the published ELT materials quite unrelatable to learners who comes from other regions in Indonesia. Therefore, to tackle this problem, educators need to embark on the material development by themselves in which they can evaluate, adapt, or even produce and research the needed learning materials (Faizin et al., 2022; Tomlinson, 2012). All of this was done for the sake of achieving a higher rate of material relevance to students and increasing their engagement during the learning process (Tomlinson, 2012).

Discussing materials development, the most commonly documented process of it is when it involves research and development of new materials. These documentations are usually reported in the form of research articles. In these articles, the development process at least involves three main processes which are need analysis, material design, and material development (Bilanti et al., 2022; Cornelia et al., 2023; Dianti et al., 2023; Fraseda et al., 2022). Moreover, when incorporating local culture in the developed ELT materials, the material developers need to consider several additional steps in the process, such as translating the original information presented in the local language into English (Agustina et al., 2023; Fraseda et al., 2022). This additional step gives more complexity to the already long process of material development.

The success of the developed local-culture based ELT materials is contingent upon the rigorous assessment of their cultural relevance, linguistic appropriateness, and pedagogical effectiveness. Evaluation instruments serve as the foundation of this assessment process, providing structured frameworks for systematically appraising materials and ensuring that they align with cultural contexts and educational objectives. Using the evaluation instrument, the evaluator will assess the developed materials both before and after the implementation of the materials (Branch, 2009). The output of this evaluation process determines the quality and appropriateness of the produced material (Branch, 2009; Cornelia et al., 2023).

As the evaluation instrument determines the success of the developed materials based on their quality and appropriateness, the validity of this instrument is paramount. The validity will determine the extent to which these evaluation instruments accurately measure what they are intended to assess (Kubai, 2019; Sullivan, 2011). In the context of local-culture based ELT materials, validity extends beyond the conventional notions of content and construct validity.

It also needs to cover cultural validity, which examines whether these instruments can effectively capture the cultural authenticity and relevance of materials.

While the studies on local-culture based ELT materials development in Indonesia are common, there remains a dearth of comprehensive examinations on the validity of the evaluation instruments utilized within the material development studies. This systematic literature review seeks to address this gap by scrutinizing the existing body of studies on local-culture based ELT materials development in Indonesia, especially on the studies published in 2020-2023. By embarking on this systematic exploration, we endeavor to contribute to a deeper understanding of the validity of the evaluation instrument used by Indonesian ELT researchers in materials development studies.

2. Method

This research utilized a systematic literature review method to systematically answer the research questions. The systematic review was conducted by using the PRISMA model (Page et al., 2021). This research reviewed previous studies on local-culture based ELT material development with the focus on investigating the validity of the evaluation instruments in these material development research. The search was done on July 6-10, 2023 by using the Garuda database (https://garuda.kemdikbud.go.id/). It implies that the data do not cover any journal articles that were published/uploaded after 10 July 2023. The database was chosen since the context of this review is Indonesia and this database is an official scientific publication database managed by the government.

The search was conducted by using four main keywords, namely ELT Material, Development, Local Culture, and English, as indicated in Table 1.

Table 1 The Inclusion and Exclusion Criteria

Num	Inclusion Criteria	Exclusion Criteria
1	In the scope of ELT	Only need analysis stage
2	Published in 2020-2023	Content analysis article
3	Conducted in Indonesia context	Review article
4	Research on local-culture	Duplicated article
5	Materials development research	
6	Written in English or Indonesia	

The main keywords then were combined to create search keywords that conform with the database requirements, such as English development local culture, ELT Materials local culture, and English culture development. Then, several searches using the 'Search by abstract' function were done based on the keyword combinations to obtain the literature. Multiple searches need to be done to obtain the most results as the database itself lacks specific keyword filtering in which all keywords are considered as *and.* Lastly, the researchers also used the year filtering functions to directly set the publication year to 2020-2023 for all searches. In selecting the eligible article, the researchers two different screening by using the same criteria as described in Table 1. Meanwhile, the whole process of the data collecting and analysing follows the flow that is described in Figure 1.
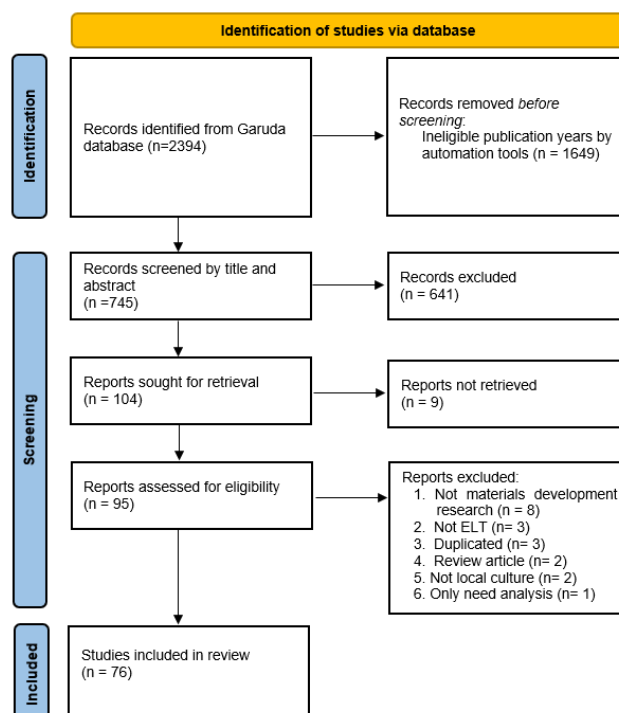
Figure 1 The Studies Selection Process

The first screening was done directly on the database before the data retrieval. In this screening, the researcher selected the article by relying on their title and abstracts. From this screening, 604 studies were excluded. The second screening was done by using the Mendeley desktop application after the data retrieval. In this stage, the full text of the articles was used to judge their eligibility and resulted in 76 studies to be included in the review. After both screenings were finished, the eligible studies were analysed.

The analysis was done by reading each study and coding them based on the validation status of their evaluation instrument. This process was conducted in several steps. First, the researchers read the text of the included studies and determined the availability of the evaluation instruments in the text. Next, when the evaluation instrument was available, the researchers needed to further examine the source of the evaluation instrument. After the source had been determined, the researcher examined the evaluation instrument and the text to look for information on its validity. Finally, the researcher coded each study according to their evaluation instrument availability, source, and validity.

3. Results and Discussion
3.1 Results
In this section, the researchers present the key results of our analysis on the validity of evaluation instruments in the context of local-culture based English Language Teaching (ELT) materials development. There are 76 studies analysed in this systematic literature review. They were analysed by coding each reviewed study into several groups based on the validation status of their evaluation instrument.

The researchers found a shocking result on the validity of the evaluation instrument used in the reviewed studies (see Figure 1 and Table 2). There are 2.394 articles obtained through the internet searches but only 76 meet analysis criteria. Out of 76 studies reviewed, the results show that there are no studies that have validated their evaluation instruments. In addition, 56 studies prefer to use self-made evaluation instruments in the materials development process. Only 10 studies chose to adapt the available evaluation instrument from other sources in their development process.

Of 76 studies reviewed, none of them were using evaluation instruments that have been validated. Also, none of them used an evaluation instrument that at least has been claimed as valid, even though the validity was still questionable. This situation happened regardless of the way the evaluation instrument was obtained. In this case, they were either developed by the ELT researchers themselves or adapted from other resources.

Table 2 The Analysis Result on Evaluation Instrument Validity

Year	Without Evaluation Instrument	With Convincingly Validated Researcher-Made Evaluation Instrument	With Researcher-Made Evaluation Instrument but not Convincingly Validated	With Researcher-Made Evaluation Instrument but without Validation Note	With Instrument from other Sources and Convincingly Validated	With Instrument from other Sources and Claim of Validation but Not Convincing	With Instrument from other Sources but without Validation Note	Sub-total
A	B	C	B	E	F	G	H	I
2023	1	0	0	10	0	0	2	13
2022	4	0	0	23	0	0	3	30
2021	3	0	0	18	0	0	5	26
2020	2	0	0	5	0	0	0	7
Sub Total	10	0	0	56	0	0	10	**76**

Note: Data of 2023 only cover articles that were published/uploaded until 10 July 2023

Based on Table 2, the sources of evaluation instruments used are displayed. In the table, most of the evaluation instruments used in local-culture based ELT materials development in Indonesia were developed or designed by the ELT researchers themselves. There were 56 studies that used this source of evaluation instruments. Unfortunately, none of these ELT researchers provides any explanation regarding the validity of these self-made evaluation instruments. Next, 10 studies used evaluation instruments obtained from other sources. Similar to the previous one, none of the ELT researchers provided any explanation regarding the validity of the evaluation instruments they used. Finally, there were 10 studies without any evaluation instrument.

Let us closer look at the 10 studies that did not include any evaluation instrument. The study by Koeswiryono et al. (2023) is an example of a study without any evaluation instrument. In this study, the ELT researchers developed a module for museum guides in Bali. The developed product only focused on spoken English as it is targeted to help museum guides communicate information about the museum to foreign tourists. Next, Wafiroh et al. (2021) developed an application and module based on virtual reality simulations. These materials were to be used in English language training. This study also did not mention any evaluation instruments for the developed materials, instead, it only mentioned the types of evaluation that will be conducted during and after the training implementation.

Table 2 also displays the distribution of the studies based on their publication year. In 2023, a total of 13 studies were published. Of the 13 studies, 1 study did not include any evaluation instrument and 12 studies included evaluation instruments in the report. These 12 studies consisted of 10 studies with evaluation instruments made by the ELT researchers and 2 studies with evaluation intruments taken from other sources. All of the 12 studies used evaluation instruments with no explanation of their validation status.

2022 is the year with the most publications in this research. There were 30 studies on local-culture based ELT materials development recorded in 2022. It was found that 4 studies were without evaluation instruments. Next, 23 studies used the ELT researchers' self-made evaluation instruments, and no explanation of their validation status was given. Finally, there were 3 studies that used evaluation instruments from other sources. These 3 studies also did not provide any confirmation on the used evaluation instruments' validation status.

In 2021, there were 26 local-culture based ELT materials development studies published. 3 studies were found to be without any evaluation instrument. Meanwhile, the other 23 studies

have included evaluation instruments even though all of them were without information on their validation status. From the 23 studies, 18 studies used the evaluation instruments made by the ELT researchers themselves, and 5 studies used evaluation instruments obtained from other sources.

Lastly, there were 7 reviewed studies published in 2020. Of these studies, 2 of them were without any evaluation instrument. The other 5 studies have included evaluation instruments made by the ELT researchers themselves. These self-made evaluation instruments also have not been confirmed on their validation status.

3.2 Discussion

The lack of evaluation instruments used in this group of reviewed studies indirectly shows the fact that no evaluation of the materials has been conducted, not even evaluation during product development, internal evaluation, or pre-implementation evaluation. This fact makes all aspects of the developed materials questionable as the ELT researchers who developed these materials might go off track during the development process without even realizing it. As a result, the developed materials can be inappropriate based on their content choice, and might even present wrong information on the highlighted culture. In the worst case, the developed materials might not be developed according to what the developers have planned or intended at the beginning. Then, logically, if the developers themselves never know the quality and the appropriateness of the content they have developed, how can the educators, as the practitioners, be willing to use the materials developed by these researchers? In the end, the developed materials would probably become unusable and a waste of time if there is no further action taken to evaluate them.

The results also found that there are 56 studies that used self-made evaluation instruments. Unfortunately, all of the evaluation instruments used in these studies were not validated. An example of such studies was the one conducted by Inderawati et al. (2022). The material developed in this study was local culture-based narrative texts which developed based on Siti Zubaidah narrative lyrics from Dulmuluk traditional theater story. The developed material was claimed to be potentially effective to be applied to tenth-grade students. This claim was taken after going through the formative evaluation phase which asssessed the validity, practicality, and potential effects of the material. The validity and practicality were assessed through the self-made questionnaire as the evaluation instrument, while the practicality was based on student test scores during the field test. Next, a study by Dianti et al. (2023) successfully developed a supplementary material to teach tenth-grade students recount text. The supplementary materials were claimed to be appropriate and capable of being applied in supporting recount text teaching and learning. The claims were made based on the evaluation result of the content and illustration which was conducted by using self-made assessment rubrics filled by chosen experts. In the end, even though great efforts have been made to assess the quality of these materials, the results of the evaluations were still not free of doubt on its accountability. The rationale of this argument is based on the fact that the self-made evaluation instrumens were not assessed for their validity as a measurement instrument. Therefore, these evaluation instruments might contain some subjective bias that could lead to favorable results in the materials evaluation (Leung, 2015).

From the results, it was revealed that 10 studies used evaluation instruments taken from other sources. One of the studies in this group is the study by Marpaung and Rosmen (2022). In this study, a reading e-module was developed to raise awareness and promote local wisdom to students. The e-module was claimed to be valid, practical, and effective. These claims were made after evaluation by material and media experts by using an evaluation checklist by Miekley (2005). Then, the validation was decided based on the percentage of the evaluation score in each determined indicator. Regrettably, the usage of an evaluation checklist taken from other sources did not make this study valid as claimed. As a matter of fact, the evaluation checklist by Miekley (2005) did not provide any confirmation of its validity as an evaluation instrument. If by unfortunate chance, this evaluation checklist was proven to be not valid and

unreliable, then, the studies that use it to claim their developed material as valid will be proven as not valid too. Thus, the validation status of the evaluation instruments needs to be carefully considered before applying an evaluation instrument taken from other sources to assess the quality of developed materials.

Overall, the results of this research reveal an obvious gap in local-culture based ELT materials development in Indonesia, specifically in the validation of evaluation instruments. Based on the results, the validation of the evaluation instrument is currently nonexistent in local-culture based ELT materials development. Without validation, the evaluation instruments used to assess the quality of the developed materials would become questionable as they might fail to fully measure what is intended to be measured (Kubai, 2019; Sullivan, 2011). In addition, they also have higher chances of containing subjective bias of the authors (Leung, 2015), especially on the self-made evaluation instruments that seek qualitative evaluation.

The high number of self-made evaluation instruments' usage implicitly reveals some important messages on the actual practice of local-culture based ELT materials development. Self-made evaluation instrument becomes the choices of ELT researchers since every developed material is unique. The uniqueness stems from the purpose and type of the developed materials and the local culture highlighted in the developed materials. The purposes of developing local-culture based ELT materials were varied. The purpose can solely focus on developing learners' language mastery, but it also can focus on other agendas in addition to language mastery. For example, the materials can be developed to help preserve the local culture (Marpaung & Rosmen, 2022; Safitri et al., 2023) and increase learners' professional qualifications (Koeswiryono et al., 2023; Wafiroh et al., 2021). Next, the types of ELT materials developed are also varied and they are chosen based on the needs. The developed local-culture based ELT materials were commonly developed in a text-based manner (Agustina et al., 2023; Fraseda et al., 2022; Marpaung & Rosmen, 2022), however, some of them were developed in other forms. These forms are animation videos (Maftuhah et al., 2022), game applications (Astawa & Dewi, 2021; Setyoningrum, 2022), and virtual reality simulations (Wafiroh et al., 2021). Then, concerning the rich culture of Indonesia, the local cultural aspects highlighted by each developed material are inherently nonidentical, even when highlighting the same culture. For instance, the cultures of the Langkat Malay tribe are highlighted differently in two development studies in which one focused on past kingdom history (Marpaung & Rosmen, 2022), while the other on the traditional games (Haddina & Marpaung, 2022). Based on these uniqueness, the available evaluation instruments from the previous studies may become insufficient to assess all of the aspects in the developed local-culture based ELT materials. Therefore, most ELT researchers prefer to apply their self-made evaluation instruments instead of adapting the available instruments for their use.

Next, the fact that no evaluation instruments were validated in this area reflects the complexity of the process of validating an instrument. In this context, the complexity appears in the form of various challenges that need to be tackled to validate the instrument. The most obvious challenge is time (Koeswiryono et al., 2023). Creating a local-culture based ELT materials already consume lots of time in the process, as it requires at least three steps (i.e., need analysis, material design, and material development) (Dianti et al., 2023; Fraseda et al., 2022). With such constrain in time, the process of validating the evaluation instrument seems to be a less prioritized step. Even if time is not the challenge, the ELT researchers probably do not have enough expertise to validate the evaluation instruments. When implementing the validation process, the ELT researchers need to make sure that the used evaluation instrument can appropriately measure all the important aspects of the product. These aspects should include the local-cultural aspects on top of other aspects like content, design, and language use. To be realized, the validation process might involve multiple experts with necessary interdisciplinary knowledge and skills which in most cases are hard to fulfill. From those reasons, it becomes clear why evaluation instrument validity is not concerned by the ELT researchers.

4. Conclusion

The current research reviews the studies on local-culture based ELT materials development by using PRISMA design. The key concern of this study is to assess the current state of evaluation instruments utilized in the development of local-culture based ELT materials. It aims to determine whether these instruments are appropriately validated.

This review reveals two important results on the evaluation instrument used in local-culture based ELT materials development studies. First, most ELT researchers prefer to use their self-made evaluation instrument to assess the quality and appropriateness of the materials they develop. Some others do prefer to adapt the available evaluation instruments, but these only account for small numbers. Second, all of the evaluation instruments used in the reviewed studies are not validated. This conclusion is drawn since none of the ELT researchers provides any information on the validation status of the evaluation instruments they used. These two results are shocking as the number of studies the researchers review is quite big and can accurately represent the area of local-culture based ELT materials development to some degree.

All in all, the results on the evaluation instrument sources and validity suggest two things. First, there are currently no available evaluation instruments that can comprehensively measure the appropriateness of the developed materials from all aspects, including the local-cultural aspects. Second, ready-made validation tools that can easily be adapted to any local culture and any type of ELT materials are also currently unavailable. Creating an adaptable evaluation instrument and validity tools to be used in local-culture based ELT materials will greatly enhance the process and the quality of the future materials development in this area.

In addition, to evaluate developed material, a correct evaluation procedure should be done. Firstly, the evaluation should be done by the right person who has sufficient expertise and understanding of the topics and areas used in the developed materials. Next, a good evaluation instrument should be used. A good evaluation instrument is the one which has been assured of its validity. Lastly, a suitable evaluation procedure should be followed to ensure the evaluation results obtained are valid and reliable.

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