International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Perception Of Students And Teachers As The Foundation For The Development Of Teaching Materials For Writing Anecdotal Texts Based On Cultural Responsive Learning

[1]Aurelia Rani Wijayanti
[1]Universitas Negeri Jakarta
[2]Liliana Muliastuti
[2]Universitas Negeri Jakarta
[3]N. Lia Marliana
[3]Universitas Negeri Jakarta

Corresponding Author: *Aurelia.rani@mhs.unj.ac.id*

Abstract

This research is motivated by the low ability of Vocational High School (SMK) students to write anecdotal texts that are in accordance with the structure and social context. The writing learning that has taken place so far is still general, does not accommodate the cultural diversity of students, and is not relevant to their real experiences. This condition requires teaching materials that are responsive to the cultural context so that learning is more meaningful. This study aims to describe the perception of students and teachers towards learning to write anecdotal texts as the basis for the development of teaching materials based on the Culturally Responsive Teaching (CRT) approach. This research is the initial part of research and development using the ADDIE model, but it is focused on the first stage, namely Analyze. The approach used was qualitative descriptive with data collection techniques through interviews with three Indonesian language teachers and the distribution of questionnaires to students. The results of the study show that students still have difficulty in determining ideas, developing structure, and displaying elements of humor in anecdotal texts. Meanwhile, the teacher assessed that the teaching materials used did not reflect the diversity of teaching materials for writing anecdotal texts that were contextual and responsive to the students' culture.

Keywords: **Perceptions, Anecdotal Texts; Teaching Materials; Culturally Responsive Teaching**

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

INTRODUCTION

21st century education requires students to have the ability to think critically, creatively, and have character, one of which is through meaningful learning of Indonesian (Kemendikbudristek, 2022). In the context of Vocational High Schools (SMK), learning Indonesian plays an important role in fostering communication skills that are relevant to the world of work while developing students' social sensitivity. However, the reality is that writing learning in vocational schools still faces various obstacles, both in terms of student involvement and the availability of teaching materials that are in accordance with the characteristics of students (Sari & Mulyani, 2024).

One of the texts that requires critical and expressive thinking skills is anecdotal texts. Anecdotal texts do not only function as entertainment, but also as a form of social criticism that is conveyed subtly through humor (Dewi, 2024). In learning practice, many vocational school students still have difficulty in determining ideas, developing story structures, and inserting humorous elements and satirical elements that are relevant to their social context. Meanwhile, teachers also face difficulties in delivering teaching materials that are contextual, interesting, and able to foster students' cultural awareness (Suwartono & Fatimah, 2022).

These problems show that teaching materials for writing anecdotal texts used in schools are not fully responsive to the diversity of students and experiences. In fact, the diverse characteristics of vocational school students in terms of social, economic, and cultural aspects require more adaptive learning. The culturally responsive learning approach is seen as one of the solutions because it places student culture as the foundation in the teaching-learning process (Gay, 2018). This approach helps teachers understand the student's background and connects with the learning context so that the student is more emotionally and intellectually engaged (Hammond, 2020).

Various previous studies have proven that the application of culturally responsive learning is able to increase students' motivation and learning outcomes in writing (Gusnardi et al., 2025; Sandiase et al., 2025). However, previous research has focused more on the application of culturally responsive learning approaches in the implementation stage, while the study of teacher and student perceptions is an important foundation in designing relevant teaching materials, because their perceptions describe real needs, challenges, and expectations in the field (Wahyudi, 2023). Based on this background, this research is focused on answering the question: How do students and teachers' perceptions of learning to write anecdotal texts, as well as how these perceived results can be used as a basis for the development of teaching materials based on

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

student culturally responsive learning. The purpose of this study is to describe the perception of students and teachers towards learning to write anecdotal texts as the basis for the development of teaching materials based on a culturally responsive learning approach. The results of this study are expected to make a theoretical contribution to the development of writing learning based on culturally responsive learning and practical benefits for Indonesian language teachers in designing teaching materials that are more contextual and inclusive.

LITERATURE REVIEW

Writing Anecdotal Texts

Writing is a productive and expressive language skill that is used to communicate ideas, experiences, and views to others. Through writing activities, students not only convey information, but also develop critical, creative, and reflective thinking skills. In learning Indonesian, one form of writing skills that students need to master is writing anecdotal texts.

Anecdotal texts are short stories that contain elements of humor as well as social criticism. Gerot and Wignell (1994) explain that anecdotal texts are used to tell about unusual experiences or events that cause certain reactions from readers or listeners. Meanwhile, Dewi (2024) stated that anecdotal texts do not only function as entertainment, but also as a means of conveying social criticism subtly through humor.

In the Independent Curriculum, the skill of writing anecdotal texts is one of the achievements of learning Indonesian language in class X. Through anecdotal texts, students are expected to be able to convey ideas, experiences, and criticism of social phenomena creatively by paying attention to the right structure and linguistic rules. The structure of anecdotal texts includes abstraction, orientation, crisis, reaction, and koda. Therefore, learning to write anecdotal texts needs to be supported by teaching materials that are able to help students find ideas, develop creativity, and relate writing to their real experiences.

Teaching Materials in Learning to Write

Teaching materials are one of the important components that determine the success of the learning process. Magdalena et al. (2020) explained that teaching materials are all forms of materials that are systematically arranged to help students achieve certain competencies. Teaching materials not only contain learning materials, but also contain objectives, learning activities, exercises, and evaluations that support the achievement of learning objectives.

Tomlinson (2012) states that teaching materials must be able to facilitate effective

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

learning, motivate students, and improve overall language skills. Good teaching materials need to be relevant to students' needs, engaging, contextual, and provide opportunities for students to be actively involved in the learning process. In addition, Apriani and Rudina (2026) emphasizes that teaching materials should reflect the social and cultural realities where students live so that learning becomes more meaningful.

In learning to write anecdotal texts, teaching materials serve as a guide for students in understanding concepts, structures, linguistic rules, and writing steps. The existence of teaching materials that match the characteristics of students will help them develop ideas, arrange texts sequentially, and produce more creative writing. Therefore, the development of teaching materials needs to be based on the real needs of students and teachers in order to be able to answer the problems found in the field.

Culturally Responsive Learning Approach

The Culturally Responsive Teaching (CRT) approach is a learning approach that places students' culture, experiences, and identities as an important part of the learning process. Gay (2018) explained that culturally responsive learning is a learning practice that acknowledges, appreciates, and utilizes students' cultural backgrounds as a meaningful source of learning.

This approach aims to create learning that is more inclusive and relevant to students' lives. Hammond (2020) emphasized that culturally responsive learning helps teachers connect learning materials with students' life experiences thereby increasing their engagement, motivation, and learning success. In the context of language learning, this approach allows students to use their social and cultural experiences as a source of inspiration in producing written works.

Ladson-Billings in Will and Najarro (2022) stated that culturally responsive learning has three main characteristics, namely academic success, cultural competence, and critical consciousness. Academic success is related to the achievement of students' academic competence, cultural competence emphasizes the ability to understand and appreciate one's own culture and the culture of others, while critical consciousness encourages students to have a critical awareness of various social phenomena that occur in their environment.

In learning to write anecdotal texts, a culturally responsive learning approach can help students find ideas that are close to everyday life, develop social criticism based on real experiences, and convey messages creatively through humor. Therefore, this approach is seen as relevant as a foundation in the development of teaching materials for writing anecdotal texts that are contextual, meaningful, and in accordance with the characteristics of vocational school

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

students.

RESEARCH METHODOLOGY

This type of research is the initial part of research and development using the ADDIE model, which consists of five stages, namely Analyze, Design, Development, Implementation, and Evaluation (Sugiyono, 2022). This article focuses only on the first stage, namely Analyze, which aims to identify the needs, problems, and perceptions of teachers and students towards culturally responsive learning.

This study uses a qualitative descriptive approach because it seeks to describe the empirical data obtained from teachers and students (Moleong, 2021). The research was carried out in the even semester of the 2024/2025 school year in three schools, namely SMK Santa Maria Jakarta, SMKN 44 Jakarta, and SMK Kapin Jakarta. The research subjects included three Indonesian language teachers from the three schools and 85 class X students who were respondents in filling out the questionnaire. The selection of subjects was carried out using purposive sampling with the consideration that the teachers and students involved had participated in learning to write anecdotal texts in the independent curriculum.

The research data was obtained through two main techniques, namely semi-structured interviews and the dissemination of open questionnaires. Interviews were conducted with three Indonesian language teachers to find out information about the implementation of learning to write anecdotal texts, the difficulties faced by students and teachers' perceptions of the effectiveness of the teaching materials used. Meanwhile, a questionnaire was distributed to 85 students in class X to get an idea of their perception of the experience of learning to write anecdotal texts, including the challenges faced and expectations for more interesting and contextual teaching materials.

The research instruments in the form of interview guidelines and questionnaire sheets were prepared based on indicators of learning needs, student characteristics, and cultural context in learning. Before use, the two instruments were validated by two experts, namely Indonesian language learning experts and educational evaluation experts to ensure the suitability of the content with the research objectives.

The data obtained were analyzed qualitatively descriptively through three stages, namely data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldana, 2014). The analysis process was carried out by studying the results of teacher interviews and student questionnaires to find the main themes related to the perception of learning to write anecdotal

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

texts. The findings from this stage serve as a conceptual basis for the development of teaching materials for writing anecdotal texts based on a culturally responsive learning approach.

RESULT

The results of the research on the perception of teachers and students towards learning to write anecdotal texts in Vocational High Schools (SMK) as the basis for the development of teaching materials based on culturally responsive learning. The results of the study were presented in the form of qualitative data from teacher interviews and quantitative data from student questionnaires which were then analyzed descriptively. The discussion focused on four main aspects, namely teachers' perceptions of the learning, the comparison of views between teachers and students, and the implications of the findings on the development of teaching materials that are contextual and oriented towards a culturally responsive learning approach.

Teachers' Perceptions of Writing Anecdotal Texts

The results of interviews with three Indonesian language teachers show that learning to write anecdotal texts at vocational schools still faces various obstacles, both in terms of teaching materials, learning strategies, and students' ability to develop ideas. In general, teachers agree that the purpose of teaching to write anecdotal texts in the independent curriculum is actually in accordance with the expected critical and creative thinking competencies, but the implementation is not optimal because the teaching materials and approaches used have not accommodated the cultural context of students. The following is a summary of teachers' perceptions of learning to write anecdotal texts.

Table 1. Teachers' Perceptions of Learning to Write Anecdotal Texts

No	Aspects Asked	Summary of Findings
1	Suitability of learning objectives to the needs of students	The goals are in accordance with the Independent Curriculum but have not been fully achieved because the teaching materials are not yet contextual and still focus on the linguistic aspect.
2	The factors that cause learning are not effective	Teaching materials, media, and learning models are still limited; Teachers have difficulty

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

		managing the classroom so that students are active and creative.
3	Students' obstacles in writing anecdotes	Students who are less creative tend to imitate existing texts, and have difficulty defining ideas or inserting meaningful humor.
4	Student enthusiasm and engagement	Some students are less enthusiastic because the material is considered difficult; Students are more interested in light-hearted humor than social criticism.
5	The approach used by teachers	Contextual and collaborative approaches have begun to be implemented, but have not systematically integrated students' cultural values.
6	Implementation of a culturally responsive approach (CRT)	Two out of three teachers have never explicitly implemented CRT but have used its principles implicitly such as linking the material to the students' experiences.
7	Forms of evaluation and feedback	Teachers provide feedback through rubrics and class discussions, some teachers use social media to publish students' work.
8	The main challenges of teachers	Revive students' creativity, direct criticism to remain polite, and provide text examples that are close to students' reality

These results show that teachers have a high awareness of the importance of contextual and meaningful learning. However, it is still constrained by limited learning resources and media that are relevant to the student experience. Teachers attempt to use contextual strategies by taking themes from school life, social phenomena, or industrial work practice activities, but have not thoroughly integrated students' cultural values into learning.

These findings confirm the importance of a culturally responsive learning approach in writing learners. Gay (2018) states that teachers need to understand the cultural background of students to connect their personal experiences with academic activities. In this context, teachers play the role not only as language teachers but also as cultural mediators who help students build

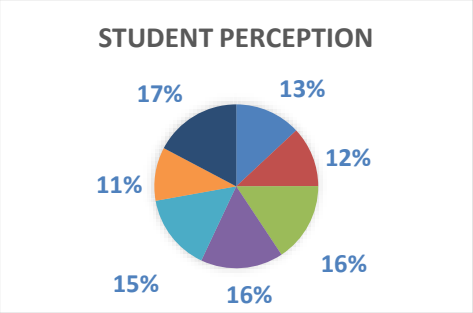
Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

meaning through their own experiences. Thus, the results of this interview are an important basis for the development of teaching materials that accommodate the cultural diversity and learning experiences of vocational school students.

Students' Perception of Learning to Write Anecdotal Texts

The results of the questionnaire filled out by 85 students from three schools showed a uniform tendency regarding their perception of learning to write anecdotal texts. In general, students have a fairly high interest in writing activities that are associated with personal experiences, but they still have difficulty in determining ideas, developing text structures, and presenting meaningful humor elements.

Figure 1. Students' Perception of Learning to Write CRT-Based Anecdotal Texts



Source: Student Questionnaire Data, 2025

Based on Figure 1, it is known that 90% of students stated that they need teaching materials to write anecdotal texts that are more creative and contextual, and 85% of students feel more motivated to write if the learning topic is close to their daily lives. As many as 82% of students admitted that it is easier to understand the material when anecdotal examples are associated with their own culture, and 79% feel appreciated when the culture or customs of the place are raised in the learning process.

On the other hand, only 55% of students consider the current teaching materials interesting and relevant and 68% of them still have difficulty determining ideas and topics of criticism. This shows that learning to write anecdotal texts has not fully accommodated the socio-cultural background of students.

These findings confirm that students need more contextual teaching materials, which present examples of real-life texts in school, family, and community settings. They are also more

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

emotionally engaged when learning to write is associated with the cultural values they are familiar with. These results are in line with the research of Gusnardi et al. (2025) and Hammond (2020) who explain that culturally responsive learning is able to increase motivation and a sense of belonging to the learning process because students feel that their diversity is recognized.

Thus, this student's perception is an important basis for the development of teaching materials for writing anecdotal texts based on a culturally responsive learning approach. This approach allows writing learning not only to focus on linguistic aspects but also to develop students' socio-cultural awareness as part of a meaningful literacy process.

Comparison of Teacher and Student Perceptions

The results of the analysis show that there are similarities as well as differences in views between teachers and students on learning to write anecdotal texts at vocational schools. Both teachers and students agree that the activity of writing anecdotal texts has great potential to train critical, expressive, and reflective thinking skills. However, both of them assessed that the learning that is currently taking place still needs to be adjusted to the social and cultural context of students to make it more meaningful.

Table 2. Comparison of teacher and student perceptions of learning to write anecdotal texts

Aspects Compared	Teacher's Perception	Student Perception
Contextuality of teaching materials	Teaching materials are considered to be still common and do not reflect the social reality of students. Teachers hope that there will be teaching materials that contain themes that are close to students' lives	55% of students found the teaching material uninteresting and irrelevant to their experience. Most want more creative and contextual teaching materials.
The main obstacles in writing anecdotal texts	The teacher assessed that it was difficult for Shiva to find ideas and insert meaningful humor because they were not used to observing social phenomena.	68% of students admitted that they had difficulty determining the idea of criticism and 62% had difficulty arranging the structure and elements of humor.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Learning approach used	Teachers have begun to apply contextual and collaborative approaches but have not integrated cultural values systematically	82% of students find it easier to understand the material if the sample text is associated with their own culture. This shows that the application of CRT is still limited to examples that are not yet comprehensive in learning.
Motivation and engagement in learning	Teachers see that students' enthusiasm is still low because learning has not touched on themes that are relevant to their lives.	85% of students feel more motivated to write if the topics discussed are close to everyday exposure.
The need for culturally responsive teaching materials	Teachers are aware of the need for teaching materials that can foster students' creativity, social sensitivity, and cross-cultural understanding.	90% of students stated that they needed teaching materials that were interesting, relevant, and related to their cultural values.

The comparison in table 2 shows that both teachers and students have a harmonious view on the importance of learning to write anecdotal texts that are contextual and rooted in students' culture. Teachers emphasize pedagogical aspects and the need for teaching materials that are adaptive to the characteristics of students while students highlight learning experiences that are relevant to the real world and their own culture.

The difference that arises lies in the level of implementation of a culturally responsive approach. The teacher admitted that he had only applied contextual elements in a limited way while the students had shown a high awareness of the importance of local culture and experience as a source of writing ideas. This indicates that there is a great opportunity to bridge the perception of the two through the development of teaching materials that are truly in accordance with the characteristics of CRT, namely teaching materials that display the cultural diversity of students while encouraging critical and reflective thinking skills.

These findings are also in line with the theory of Culturally Responsive Teaching (Gay, 2018; Hammond, 2020), which emphasizes that student engagement in learning increases when teachers integrate students' values, experiences, and cultural identities into teaching materials.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

By understanding the perception of teachers and students at the same time, the next step in developing teaching materials can be carried out by considering the pedagogical needs of teachers as well as the students' preferences and cultural backgrounds as the main foundation of learning design.

Implications of the Findings on the Development of Culturally Responsive Learning-Based Teaching Materials

The results of the research on the perception of teachers and students show that learning to write anecdotal texts in vocational schools requires teaching material innovation that is more contextual, creative, and responsive to the cultural diversity of students. Both teachers and students agree that the teaching materials used today do not fully reflect their socio-cultural realities, so learning tends to be cognitive and less evocative of emotional involvement and authentic student experiences.

The implications of these findings confirm that the development of teaching materials based on a culturally responsive teaching approach is urgently needed to bridge the gap between the learning content and the cultural background of students. This approach requires teachers to become cultural facilitators who understand the values of traditions, and students' experiences, and then integrate them into writing activities to make them more meaningful. Gay (2018) emphasized that culturally responsive learning helps students build a positive identity while improving academic achievement because they feel recognized for their presence in the learning process.

In the context of learning to write anecdotal texts, the CRT approach can be applied through the preparation of teaching materials that are characterized by:

1. Presenting culturally diverse text examples from local experiences, daily humor, and social phenomena that are close to the world of vocational school students.
2. Encourage critical reflection by linking anecdotal themes to relevant socio-cultural issues such as politeness, cooperation, and professional ethics.
3. Provide space for individual expression for students to write based on their own experiences, values, and humor.
4. Facilitate cross-cultural collaboration, with the sharing of stories or anecdotal texts from different backgrounds to foster empathy and mutual understanding.

The application of these principles is not only to enrich the content of teaching materials but also to strengthen the function of writing learning as a means of character formation, cultural

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

awareness, and critical literacy. Thus, the results of this study provide a clear direction for the next stage of development in the ADDIE model, namely the Design and Development stage which will focus on designing and making teaching materials for writing anecdotal texts based on culturally responsive learning in accordance with the needs and perceptions of teachers and vocational school students.

CONCLUSION

This study concludes that both teachers and students have a consistent view of the importance of learning to write anecdotal texts that are contextual and rooted in student culture. Teachers recognize the need for teaching materials that foster creativity, social sensitivity, and appreciation for students' cultural diversity, while students show a strong need for teaching materials that are engaging, relevant, and reflective of their own lives and experiences.

The results of the study also confirm that learning to write anecdotal texts at SMK Asih faces several obstacles, including students' difficulties in forming ideas, developing structure, and displaying meaningful humor elements. The jam is not fully responsive to the socio-cultural background of students. Therefore, the development of CRT-based teaching materials is a relevant solution to increase students' engagement and writing skills in a meaningful way.

The CRT approach allows learning to write anecdotal texts not only focusing on linguistic aspects but also strengthening students' cultural awareness, social empathy, and critical reflection on the surrounding phenomena. Thus, these findings provide a strong conceptual foundation for the next stage in the development of culturally responsive learning-based teaching materials.

RECOMMENDATION

Based on the results of this study, some suggestions that can be submitted are:

1) Teachers integrate cultural elements and real experiences of students in writing activities and use teaching materials that display cultural diversity in the school environment so that learning is more meaningful.
2) This research can be used as a basis for compiling modules or learning media to write anecdotal texts based on the CRT approach by paying attention to local cultural values and the context of the world of work of vocational school students.
3) This research can be developed at the Design and Development stage of the ADDIE model to produce teaching material products that are empirically tested in terms of validity, practicality, and effectiveness.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

4) This research can be an input to encourage teacher training in the application of culturally responsive learning in order to be able to build an inclusive and culturally equitable learning environment.

REFERENCES

Apriani, A. N., & Rudina, M. A. (2026). *Pengembangan Bahan Ajar Berbasis Kearifan Lokal untuk Siswa Sekolah Dasar*. Universitas Alma Ata. https://pgsd.almaata.ac.id/index.php/2026/05/06/pengembangan-bahan-ajar-berbasis-kearifan-lokal-untuk-siswa-sekolah-dasar/

Dewi, A. C. (2024). Keefektifan Teks Anekdot dalam Menghibur Pembaca. *Jurnal Vokatif: Pendidikan Bahasa, Kebahasaan, Dan Sastra*, *1*(3), 151–160. https://doi.org/10.51574/vokatif.v1i3.2325

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College : Columbia University.

Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Gerd Stabler.

Gusnardi, Riyantini, Salman, L. R., Hutabarat, R., Nuraini, Lestari, D., & Zulmahera. (2025). Penerapan Culturally Responsive Teaching (CRT) untuk Meningkatkan Motivasi Belajar Siswa pada Materi Inflasi di Kelas XI E-2 SMA Negeri 9 Pekanbaru. *Jurnal Ilmu Pendidikan Dan Sosial*, *4*(2), 88–94. https://doi.org/10.58540/jipsi.v4i2.865

Hammond, Z. (2020). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2nd ed.). https://www.corwin.com/docs/default-source/booksamples/241754---2024-03-15t133100-hammond-look-insid.pdf?sfvrsn=8e2d7cc6_0&srsltid=AfmBOopfNmyRXU6OxopjgXoGYLq1MQ0aTuVWbqCXkPYw7K-Oi88UpTlA

Kemendikbudristek. (2022). *Panduan Implementasi Kurikulum Merdeka pada Sekolah Menengah Kejuruan*. Direktorat Jenderal Pendidikan Vokasi.

Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah, & Amalia, D. A. (2020). Analisis Pengembangan Bahan Ajar. *Nusantara : Jurnal Pendidikan Dan Ilmu Sosial*, *2*(2), 311–326. https://doi.org/10.36088/nusantara.v2i2.805

Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif*. PT. Remadja Karya.

Sandiase, I. K., Shamdas, G. B. N., & Jihad. (2025). Penerapan Problem Based Learning dan Pembelajaran Tanggap Budaya untuk Meningkatkan Motivasi Belajar Siswa. *PTK: Jurnal*

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Tindakan Kelas, *6*(1), 141–148. https://doi.org/10.53624/ptk.v6i1.670

Sari, R., & Mulyani, T. (2024). Analisis Kesulitan Siswa SMK Dalam Menulis Teks Anekdot pada Kurikulum Merdeka. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *8*(2), 101–112. https://doi.org/10.21009/bahtera.v8i2.2024

Sugiyono. (2022). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : CV Alfabeta.

Suwartono, T., & Fatimah, N. (2022). Penerapan Model Pembelajaran Kontekstual Dalam Meningkatkan Kemampuan Menulis Kreatif Siswa SMK. *Metalingua: Jurnal Penelitian Bahasa*, *20*(1), 55–68. https://doi.org/10.26499/metalingua.v20i1.2022

Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. *Language Teaching*, *45*(2), 43–179. https://doi.org/10.1017/S0261444811000528

Wahyudi, A. (2023). Persepsi Guru dan Siswa Terhadap Bahan Ajar Berbasis Konteks Budaya di Sekolah Menengah. *Jurnal Inovasi Pendidikan Dan Pembelajaran Bahasa Indonesia*, *7*(3), 250–263. https://doi.org/10.36709/jipbsi.v7i3.3203

Will, M., & Najarro, I. (2022). *What Is Culturally Responsive Teaching?* Education Week. https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License