



## THE EFFECTIVENESS OF USING LONTARA BUGIS MAKASSAR SCRIPT IN ENGLISH VOCABULARY TEACHING

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### Abstract

Vocabulary teaching, especially in early childhood, must be emphasized, because having sufficient vocabulary will make it easier for children to communicate. The Lontara script is a regional language that is now almost forgotten by the younger generation; therefore, this research tries to integrate the Lontara script in learning English vocabulary. The type of research used in this research is quantitative research with experimental methods. In this study, researchers used the One-Group Pre-Test-Post-Test Design. The data obtained can be interpreted to be in positive ranks, with an average value (mean ranks) equal to 24.50, and a total value (sum of ranks) equal to 1176.00. This means that there is an increase in post-test scores after treatment, which means that the integration of Lontara Bugis script in learning English vocabulary is effective in improving understanding of English vocabulary for fifth-grade students at MI Darul Abrar Balle Village, MIS Arrahman Labuaja, and MIS UKI Siputanre Cakkela, which are in Kahu District, Bone Regency, South Sulawesi Province.

**Keywords:** improving understanding; English vocabulary; Lontara script; vocabulary cards

### Abstrak

Pengajaran vocabulary terutama pada anak usia dini harus ditekankan, karena dengan mempunyai kosakata yang cukup akan mempermudah anak dalam berkomunikasi. Aksara Lontara adalah bahasa daerah yang saat ini sudah hampir dilupakan oleh generasi muda oleh karena itu penelitian ini dilakukan untuk mengintegrasikan aksara Lontara dalam pembelajaran vocabulary Bahasa Inggris. Jenis penelitian yang digunakan pada penelitian ini adalah penelitian kuantitatif dengan metode eksperimental. Dalam penelitian ini, peneliti menggunakan One-Grup Pre-Test-Post-Test Design. Instrumen yang digunakan adalah test dengan analisis kuantitatif. Data yang diperoleh dapat diinterpretasikan berada pada positive ranks, dengan nilai rata-rata (mean ranks) sama dengan 24.50, dan nilai total (sum of ranks) sama dengan 1176.00. Hal ini berarti bahwa ada peningkatan nilai post-test setelah dilakukan treatment, yang berarti pengintegrasian aksara Lontara Bugis dalam pembelajaran kosa kata Bahasa Inggris ini efektif dalam meningkatkan pemahaman kosa kata Bahasa Inggris pada siswa kelas V di MI Darul Abrar Desa Balle, MIS Arrahman Labuaja, dan MIS UKI Siputanre Cakkela, yang bertempat di Kecamatan Kahu, Kabupaten Bone, Provinsi Sulawesi Selatan.

**Kata kunci:** peningkatan pemahaman; kosa kata bahasa Inggris; aksara lontara; kartu kosakata



## 1. Introduction

Along with the swift flow of globalization, the use of foreign languages, especially English, will also be increasingly used among the younger generation. English is a global language that plays a very important role in global interaction and communication in line with the progress and competition of globalization. An understanding of English as a global language should not be associated with extinction or threats and disruption to the native language or regional languages of its users (Marlina, 2017).

The skills that must be mastered when learning a foreign language are reading, listening, speaking, and writing. However, besides these skills, there is one important basic aspect that must be mastered in learning a language, especially a foreign language, namely vocabulary. Vocabulary is an important component in supporting the four language skills because the richer one's vocabulary mastery, the easier communication is made, both orally and in writing (Setyoningsih, 2016).

Vocabulary is central to language and important for language learning. Therefore, vocabulary teaching, especially in early childhood must be emphasized because of having sufficient vocabulary will make it easier for children to communicate. Without sufficient vocabulary, a person cannot communicate effectively or express all his ideas both orally and in writing (Fauziaty, 2015).

Based on the results of initial observations, the observation result show that the students use of vocabulary in learning foreign languages was still very low. There are still many students who do not dare to answer questions in front of the class and it is seen that they still ask a lot of questions when given assignments due to students' lack of understanding of various English vocabulary. As a result, the state and situation of the class are not conducive to the goal so that students understand various English vocabulary is not optimal.

Based on the problems above, teachers should strive for fun learning by using innovative and creative learning media based on local content because along with the incessant use of English by the younger generation in the current era of globalization. Therefore, the use of the *Lontara* script which is an Indonesian cultural heritage, especially Bugis-Makassar, must be preserved. The preservation of the use of the *Lontara* script must be accompanied by the development of globalization as it is today. However, the *Lontara* letter itself is starting to be forgotten by the current generation, especially in the learning process (Lannai, 2016). This is because its existence is no longer supported by writing traditions including the *Lontara* script therefore the *Lontara* script by itself is no longer the language of science like it used to be (Adijah, 2017).

Supratman, Setialesmana and Heryani (2016) explained that *Lontara* script-based learning is considered obsolete and outdated so it is ignored by education practitioners, even though *Lontara* script-based learning can be used as an approach and model of learning in schools (Syarif, 2016). The researcher also found that there are no previous studies tried to integrate local cultural heritage with English language learning. Based on this finding, researchers are interested in studying further the integration of the *Lontara* Bugis Makassar script in improving students' understanding of English vocabulary at the Madrasah Ibtidaiyah level in Balle Village, Kahu District, Bone Regency.

Based on the study of the problems above, there needs to be a serious effort to preserve one of the high-value heritages. To foster a sense of love and pride for the *Lontara* script, various ways should be sought so that the use of the *Lontara* script will not become extinct. Therefore, researchers conducted research which aims to determine the integration of Bugis Makassar *Lontara* Script in improving students' understanding of English vocabulary and to find out the application of the *Lontara* script in English for students at the *Madrasah Ibtidaiyah* level in Balle Village. This research entitled "*The Effectiveness of Students Understanding in English vocabulary integrated with lontara Bugis Makassar script*".



## 2. Method

The method used in the basic research activities of the study program at the *Madrasah Ibtidaiyah* of Balle Village, Kahu District, Bone Regency is quantitative research with an experimental method that uses statistical tests to determine the increase in the English vocabulary of students integrated *Lontara* Bugis-Makassar script.

In this study, researchers used the One-Group Pre-Test - Post-Test Design. This research design requires only one group to be observed. This research begins with a pre-test to determine the initial concept or level of knowledge of the group to be observed regarding a matter. After that, the next step is to give treatment or special treatment to this group and end with a post-test to see the final concept after treatment.

In this study, the researcher carried out several main things for the smooth running of the research process, including the preparation of research instruments, pre-test, treatment in this case the integration of learning English with *Lontara* Bugis Makassar script, and post-test. This research was conducted in Kahu District, Bone Regency, South Sulawesi Province. There were 3 (three) *Madrasah Ibtidaiyah* in Kahu District which became the locus of this research, namely *MI Darul Abrar* located in Balle Village, *MIS Arrahman* in Labuaja Village, and *MIS UKI Siputanre* in Cakkela Village, the sample level is in the age range from ten to eleven years old as shown in the table below:

**Table 1 Research Population**

No.	School Name	Number of Students
1.	MI Darul Abrar Balle	87
2.	MIS Arrahman Labuaja	81
3.	MIS UKI Siputanre Cakkela	77
<b>Total</b>		<b>245</b>

The samples in this study were 48 students of class V at the three *Madrasah Ibtidaiyah* which became the locus of this research with the following details:

**Table 2 Research Samples**

No	School Name	Class	Number of Students
1.	MI Darul Abrar Balle	V	18
2.	MIS Arrahman Labuaja	V	17
3.	MIS UKI Siputanre Cakkela	V	13
<b>Total</b>			<b>48</b>

The sample mentioned above was determined through a non-probability sampling technique with purposive sampling. This was done because in these three schools, especially in class V, they were taught Local Content subjects which are usually filled with learning Regional Languages and English.

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Data collection techniques in this study were carried out in several stages as follows:



## 2.1 Pre-Test

At this stage, the researcher gave tests to each of the fifth-grade students at each research location, in this case, *MI Darul Abrar* located in Balle Village, *MIS Arrahman* in Labuaja Village, and *MIS UKI Siputanre* in Cakkela Village. *This test is in the form of integrated English language questions on Lontara Bugis-Makassar script.*

## 2.2 Treatment

At this stage, the researcher integrated the *Lontara Bugis Makassar* script into the English learning process in the experimental class.

## 2.3 Post-Test

At this stage, the researcher again gave the test to the experimental class with the same questions as the questions given during the pre-test. The instruments used in data collection in this study were written question sheets used during the pre-test and post-test with the following conditions:

- The pre-test and post-test questions consist of 10 written questions;
- The score for 1 (one) correct question is 1 (one);
- The value for 1 (one) wrong question is 0 (zero);
- The maximum score of the pre-test and post-test is 10 (ten).

The pre-test and post-test questions used in this study had varying levels of difficulty, ranging from easy to medium to difficult. This aims to see the extent to which students' abilities and understanding of English vocabulary are integrated with the *Lontara* script.

The researcher first tested the validity of the instrument used using the SPSS 29 application. This was to show the extent to which a tool was able to measure what it wanted to measure. The significance level used in the validity test above is 0.05.

In addition, the researcher also conducted a reliability test, to determine the extent to which the measurement results remained consistent if measurements were made two or more times for the same symptoms. Difficulty level, to get questions that are not too easy and not too difficult. Meanwhile, discriminating power is the ability of an item to distinguish students who are smart from less successful students.

In the reliability test several provisions need to be considered as follows:

- If the alpha value is greater than ( $>$ ) 0.90, this means that the reliability is perfect.
- If the alpha value is between 0.70 – 0.90, this means that the instrument used has high reliability.
- If the alpha value obtained is 0.50 – 0.70, then the reliability is moderate.
- If the alpha value is less than ( $<$ ) 0.50 then the reliability is low.

In this study, researchers analyzed data using statistical calculations, namely the Wilcoxon test with the help of the SPSS 29 application. The Wilcoxon test is a nonparametric statistical test used to find out the average difference between two paired samples. There are 3 (three) interpretation models in the Wilcoxon Test, namely:

- Negative ranks to see the decrease from pre-test to post-test.
- Positive ranks to see improvement from pre-test to post-test.
- Ties if there are similarities in pre-test and post-test scores. (Rozali, 2021)

The basis for decision-making in the Wilcoxon Test is as follows:

- If the significance value is less than ( $<$ ) 0.05, then the hypothesis is accepted.
- If the significance value is greater than ( $>$ ) 0.05, then the hypothesis is rejected.

Before carrying out the Wilcoxon Test, the researcher first conducted a normality test to see whether the distribution of the data in this study was normally distributed or not. The normality test was carried out using the SPSS 29 application. The basis for making decisions in the normality test is as follows:

- a. If the significance value (sig) is greater than ( $>$ ) 0.05, then the research data is normally distributed.
- b. If the significance value (sig) is less than ( $>$ ) 0.05, then the research data is not normally distributed.

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### 3. Result and Discussion

Before conducting a pre-test on all the students who were sampled in this study, the researcher first tested the validity and reliability of the instruments used. The results of testing the validity and reliability of the instruments that have been carried out with the help of the SPSS 29 application can be seen in the table below:

#### 3.1 Validity Test

The results of the validity test in this study which was carried out with the SPSS 29 application can be seen in the table below:

**Table 3 Summary of Validity Test Results**

Indicator	R Count	T Table	Description
Q1	0,918	0,284	Valid
Q2	0,415	0,284	Valid
Q3	0,563	0,284	Valid
Q4	0,413	0,284	Valid
Q5	0,864	0,284	Valid
Q6	0,453	0,284	Valid
Q7	0,332	0,284	Valid
Q8	0,913	0,284	Valid
Q9	0,610	0,284	Valid
Q10	0,918	0,284	Valid

The table above shows that all the question items used as instruments in this study were valid. This is because the coefficient value obtained is higher ( $>$ ) than the predetermined significance level, which is 0.05.

#### 3.2 Reliability Test

To determine the level of reliability of the instrument used, researchers conducted a reliability test using the Cronbach Alpha measurement technique. The results of the reliability test can be seen in the table below:

**Table 4 Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
0,858	10

The table above shows that Cronbach's Alpha value obtained is 0.858. This means that the research instrument used is reliable considering the provisions of the reliability test are that the test results can be said to be reliable if the Cronbach Alpha is bigger than (>) 0.5

### 3.3 Results of Pre-Test and Post-Test

After determining the instrument to be used, the researchers then collecting research data, by conducting a pre-test. The researcher conducted a pre-test on fifth-grade students at *MI Darul Abrar Balle*, *MIS Arrahman Labuaja*, and *MIS UKI Siputanre Cakkela* respectively on December 11-13 2022. The pre-test results obtained by students can be seen in the following table.

**Table 5 Distribution of Students' Pre-Test Scores**



Respondents	1	2	3	4	5	6	7	8	9	10	Total
R1	0	0	0	0	0	0	0	0	0	0	0
R2	1	0	0	0	1	0	0	1	0	1	4
R3	0	0	0	0	0	0	0	0	0	0	0
R4	0	0	0	0	0	0	0	0	0	0	0
R5	0	0	0	0	0	0	0	0	0	0	0
R6	0	0	0	0	0	0	0	0	0	0	0
R7	0	0	0	0	0	0	0	0	0	0	0
R8	0	0	0	0	0	0	0	0	0	0	0
R9	0	0	0	0	0	0	0	0	0	0	0
R10	0	0	0	0	0	0	0	0	0	0	0
R11	0	0	1	0	0	0	0	0	0	0	1
R12	0	0	0	0	0	0	0	0	0	0	0
R13	0	0	0	0	0	0	0	0	0	0	0
R14	0	0	0	0	0	0	0	0	0	0	0
R15	0	0	0	0	0	0	0	0	0	0	0
R16	0	0	0	0	0	0	0	0	0	0	0
R17	0	0	0	0	0	0	0	0	0	0	0
R18	0	0	0	0	0	0	0	0	0	0	0
R19	0	0	0	0	0	0	0	0	0	0	0
R20	0	0	1	0	0	0	0	0	0	0	1
R21	0	0	0	0	0	0	0	0	0	0	0
R22	1	0	1	1	1	0	0	1	0	1	6
R23	0	0	0	0	0	0	0	0	0	0	0
R24	0	0	0	0	0	0	0	0	0	0	0
R25	0	0	1	0	0	1	0	0	0	0	2
R26	0	0	0	0	0	0	0	0	0	0	0
R27	0	0	0	0	0	0	0	0	0	0	0
R28	0	0	0	0	0	0	0	0	0	0	0
R29	1	0	0	0	1	0	0	1	0	1	4
R30	0	0	0	0	0	0	0	0	0	0	0
R31	0	0	0	0	0	0	0	0	0	0	0
R32	0	0	0	0	0	0	0	0	0	0	0
R33	0	0	0	0	0	0	0	0	0	0	0
R34	0	0	1	0	0	0	0	0	0	0	1
R35	0	0	1	0	0	0	0	0	0	0	1
R36	1	1	1	0	1	1	0	1	1	1	8
R37	0	0	1	0	0	0	0	0	0	0	1

R38	0	1	0	1	0	0	1	0	0	0	3
R39	1	0	1	0	1	0	0	1	0	1	5
R40	0	0	0	0	0	0	0	0	0	0	0
R41	1	0	1	0	0	1	0	1	0	1	5
R42	0	0	1	0	0	0	1	0	0	0	2
R43	0	0	0	0	0	0	0	0	0	0	0
R44	1	0	0	1	1	0	0	1	0	1	5
R45	0	0	0	0	0	0	0	0	0	0	0
R46	1	0	0	0	1	0	0	1	0	1	4
R47	0	0	0	0	0	0	0	0	0	0	0

The data in the table above shows that in general the ability or level of understanding of students' English vocabulary is at a low level, this is indicated by the large number of students who score 0 (zero) in other words being unable to answer any of the questions given. This means that there are still many students who are unable to achieve the Minimum Passing Criteria score that has been set, which is 6 (six).

After conducting the pre-test, the next step taken by the researcher is to treat the students who are the object of this study. The treatment performed can be seen in the following table:

**Table 6 Indicators of Research Achievement**

Description of Learning Activities		Achievement Indicators
Teacher Activities	Students Activities	
Convey learning objectives and conduct apperception	Listen to the delivery of learning objectives	Students understand their duties and obligations
Ask and explain simple problems related to learning materials and provide examples related to the use of the English Vocabulary which is integrated with the <i>Lontara</i> Script 	Express their opinion based on previous experience and listen to the explanation from the teacher	Students understand English vocabulary which is integrated with the <i>Lontara</i> Bugis-Makassar script
Give examples of questions and direct students to fill in the blanks in the picture 	Work on examples of questions given by the teacher	Students can write English and <i>Lontara</i> Bugis-Makassar script which are integrated with English
Provide in-depth learning to students related to the integration of the <i>Lontara</i> Bugis-Makassar script in learning English	Pay attention to the explanation/learning given by the teacher	Students can understand in depth the integration of the <i>Lontara</i> Bugis-Makassar script in the learning process

In this study, researchers tried to integrate the *Lontara* script to increase student's English vocabulary. An example of applying the *Lontara* script in English can be seen in the following picture:



Picture 1 Vocabulary Cards which integrated Lontara and English

After carrying out the treatment which in this case was in the form of integrating the *Lontara* script into English learning, the following post-test data were obtained:

Table 7 Distribution of Students' Post-Test Scores

Respondent	1	2	3	4	5	6	7	8	9	10	Total
R1	1	1	0	1	1	0	1	1	0	0	6
R2	1	1	1	1	1	1	0	0	1	1	8
R3	1	1	1	0	1	1	1	1	0	0	7
R4	1	0	1	1	1	1	0	0	0	1	6
R5	1	1	1	0	1	0	1	1	0	0	6
R6	1	0	1	0	1	1	1	0	0	0	5
R7	1	1	0	1	1	0	0	1	0	1	6
R8	1	1	1	0	1	1	0	1	1	0	7
R9	1	1	0	1	1	1	1	0	1	1	8
R10	1	1	1	0	1	1	1	1	0	0	7
R11	1	1	1	1	1	1	1	1	1	1	10
R12	1	1	0	1	1	1	1	1	0	1	8
R13	1	1	1	1	1	1	0	0	0	0	6
R14	1	0	1	1	0	1	1	0	0	0	5
R15	1	0	1	1	0	1	1	0	1	0	6
R16	1	1	0	1	1	1	1	1	0	0	7
R17	1	1	0	0	1	0	0	1	0	0	4
R18	1	1	1	1	1	0	1	1	0	1	8
R19	1	1	0	1	1	0	0	1	1	0	6
R20	1	1	1	1	1	0	0	1	1	1	8
R21	1	0	1	0	1	0	1	1	1	1	7
R22	1	1	1	1	1	1	1	1	1	1	10
R23	0	1	1	1	1	1	0	1	1	1	8
R24	1	1	0	1	1	1	1		1	0	7
R25	1	1	1	1	1	1	1	1	0	1	9

R26	1	1	0	1	1	1	1	0	1	0	7
R27	1	1	0	1	1	1	1	0	1	0	7
R28	1	1	1	1	1	0	1	1	0	1	8
R29	1	1	1	1	1	1	1	1	0	1	9
R30	1	1	0	1	1	0	1	0	0	0	5
R31	1	1	1	0	1	0	1	1	0	0	6
R32	1	1	1	0	1	1	0	1	1	0	7
R33	1	1	1	1	1	0	0	0	0	0	5
R34	1	1	1	1	1	0	1	1	0	1	8
R35	1	0	1	1	1	1	0	1	1	0	7
R36	1	1	1	1	1	1	1	1	1	1	10
R37	1	1	1	1	0	1	1	1	1	0	8
R38	1	1	1	1	1	1	1	1	1	1	10
R39	1	1	1	0	1	1	1	0	1	1	8
R40	0	0	1	1	0	1	0	1	0	1	5
R41	1	1	1	1	1	1	0	1	1	1	9
R42	1	1	1	1	1	1	1	1	0	1	9
R43	1	1	1	0	1	0	1	0	1	0	6
R44	1	1	0	1	1	1	1	1	1	1	9
R45	1	1	0	1	0	1	0	0	1	0	5
R46	1	1	0	1	1	1	0	1	1	0	7
R47	1	1	0	0	1	1	1	1	0	0	6
R48	1	1	1	1	1	1	1	1	1	1	10

The data above shows the value obtained by students after the treatment carried out by the researcher. Briefly, it seems that there are no more students who get a score of 0 (zero). Even so, there were still several students who scored below the minimum score standard that had been set, in this case 6 (six).

### 3.4 Normality Test

To see whether the research data is normally distributed or not, the researcher conducted a normality test on the data obtained. The results of the normality test for this research data can be seen in the table below:

**Table 8 Results of Normality Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
PRE-TEST	0,365	4 8	0,00 0	0,647	4 8	0,00 0
POST-TEST	0,136	4 8	0,02 6	0,945	4 8	0,02 6

a. Lilliefors Significance Correction

The table above shows that the pre-test significance value is 0.000, and the post-test significance value is 0.026. This means that the research data is not normally distributed. This is the basis for the researchers to carry out the Wilcoxon test in this study.

### 3.5 Wilcoxon Test

To find out whether there is an increase in students' understanding of English vocabulary integrated with the Lontara script, the researcher conducted a statistical analysis in the form of the Wilcoxon Signed Ranks Test.

**Table 9 Results of Wilcoxon Test**

Ranks				
		N	Mean Rank	Sum Of Ranks
Post-Test - Pre-Test	Negative Ranks	0 <sup>a</sup>	0,00	0,00
	Positive Ranks	48 <sup>b</sup>	24,50	1176,00
	Ties	0 <sup>c</sup>		
	Total	48		
A. Post-Test < Pre-Test				
B. Post-Test > Pre-Test				
C. Post-Test = Pre-Test				

The table above shows that the data obtained can be interpreted to be in positive ranks, with an average value (mean ranks) equal to 24.50, and a total value (sum of ranks) equal to 1176.00. This means that there is an increase in post-test scores after treatment, in this case, the integration of the Lontara Bugis script in learning English for fifth-grade students at *MI Darul Abrar Balle Village*, *MIS Arrahman Labuaja*, and *MIS UKI Siputanre Cakkela*, which are in the District Kahu, Bone District, South Sulawesi Province.

**Table 10 Results of Statistical Test**

Test Statistics <sup>a</sup>	
	POSTTEST – PRETEST
Z	-6.066 <sup>b</sup>
Asymp. Sig. (2-tailed)	< 0,001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

In the statistical test obtained in the table above it is known that the significance value obtained is less than (<) 0.001, so the research hypothesis is accepted. Given the rules of the game in the Wilcoxon Test that if the significance value is less than 0.05, then the hypothesis is accepted.

The results of the series of test conducted in this study shows that the application of vocabulary cards containing the integration between English and *Lontara* script is effective to be used in English learning, especially to students at the primary level. Students are not only actively engaged in the learning process but also confidently finished the series of tasks given by the teacher. This finding aligns with those of Romrome and Ena who state that students' English skills have been improved by using local cultural content in learning English. They further assert that integrating local culture in the teaching and learning process can enhance students' confidence and motivation in learning English. It can also enable them to expand their vocabulary and develop critical thinking skills (Romrome & Ena,



2022). In line with this opinion, Ratri et al. argue that integrating local culture positively impacts students' attitudes and participation in learning English (Ratri et al., 2024). This finding clearly shows that the students' ability to construct and to work on with their initial knowledge they found in the learning process is effective to construct their vocabularies understanding both in English and Buginese (*Lontara*). This is in line with Margana who states that the incorporation of local culture in the process of English language teaching and learning aims to promote students' awareness and pride in their own local culture, encouraging them to share it more widely with global societies (Margana, 2009).

Furthermore, the results of this research can serve as a basis for teachers in the teaching and learning process to continually increase their students' vocabulary. It aims to equip students with knowledge of English vocabulary integrated with the *Lontara* script, enabling them to keep up with the times without abandoning their identity as Bugis-Makassar individuals.

#### 4. Conclusion

Based on the result and finding above, it can be concluded that in the learning process by integrating *Lontara* script in English to increase students' vocabulary, the students themselves construct their knowledge so that students can be actively involved in the learning process, and can confidently carry out the tasks given to the teacher and students are able to understand the material in a way Students are guided to look at the pictures given by the teacher. It is also known that the application of English vocabulary cards that is integrated with the *Lontara* script is effective and shows a significant increase in improving students' vocabulary understanding both in English and Buginese for fifth-grade students at *MI Darul Abrar Balle Village*, *MIS Arrahman Labuaja*, and *MIS UKI Siputanre Cakkela*. With the positive attitude and engagement shown in this study, it is highly recommended to incorporate local culture into teaching, particularly in outer circle countries, as it promotes familiarity when learning a foreign language.

This research might be the first to examine the integration of local culture, specifically the *Lontara* script, with English vocabulary teaching in primary schools. However, the results should be interpreted with caution due to the small sample size and limited information about the participants' characteristics. Further research on the use of various teaching materials and strategies for local culture integration in English Language Teaching (ELT), as well as their impact on students' English improvement, is encouraged.

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