

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion through interviews and classroom observation with students and an English teacher. It aims to answer the research questions: (1) How does the teacher use local culture as English teaching material? and (2) What are the benefits of using local culture in English teaching?

Local culture incorporation in EFL attempts to offer more sense and attractiveness for learners through referencing language education to their culture. The chapter analyzes the way the instructor utilizes local culture elements within the classroom and how these influence students' knowledge, motivation, and affection for their culture.

A. Findings

The teacher implements local culture as English teaching material.



1. Planning
2. Action
3. Evaluation

Benefits of using local culture in teaching English for teacher and students.



1. Learning experience with local culture
2. Perceive benefits
3. Comprehension and communication skills
4. Relevance

5. Challenge and suggestion

1. The teacher implements local culture as English teaching material.

a. Findings from Observation

Observation of classes was used to obtain qualitative information on using local culture as learning content for English, that is, on classroom implementation, to obtain qualitative findings from data analysis. Literature studies cite that the difference is that students' character assessment is included.

Class observation was used to supply qualitative data on the use of local culture as English teaching material that focuses more on implementation in the classroom to obtain qualitative data analysis findings. Literature studies document that the only difference is in evaluating students' characters.

The subject of this study is one of the English teachers at SMPN 4 Banjarmasin who utilizes local Banjar culture in English learning. The teacher was chosen because she actively integrates local cultural values and elements in teaching and learning activities, making her appropriate for this study's interest.

The object of the research is the teacher's teaching practice in integrating local Banjar culture in English as a foreign language (EFL) learning. The object includes strategies, methods, media, and learning activities that reflect integration of the local culture, as well as interactions within the process of teaching and learning.

The researcher collected data by monitoring learning and teaching processes that were conducted in English lessons in class 9D, class 9F, class 9A, and class 9E that integrated local culture in English. The researcher conducted 4 observations in February.

The information was collected by sitting at the back and making field notes of the class. For this study, the teacher also consented to allow the researcher to observe English classes that used local culture as instructional material. The researcher was a passive observer of the class. The researcher took notes during the activity.

1) Section 1: Planning

Lesson planning in all the classes visited had the same trend. The ‘*Batimung*’ book was used as report content by the teacher, supported with images to describe local culture. Teaching was adapted to students’ needs and given in the form of presentations and discussions, both in English and local cultural aspects.

Each session began with a warm greeting, a prayer led by the students, and casual check-ins to establish an open atmosphere. The teacher also went through pre-learning videos that were already circulated. To establish context for the topic, the teacher asked reflective questions about Banjarmasin culture to draw responses on practices like the floating market and ‘*baayun maulid*’. It then moved into a presentation on ‘*Batimung*’, where the teacher explained its origin and definition, seamlessly connecting local culture and English learning.

2) Section 2: Action

For all the classes observed, the teaching strategy of the teacher remained the same, but student reactions varied. Before introducing the '*Batimung*' report text, the teacher explained the function and organization of report texts and the difference between report texts and descriptive texts using simple illustrations.

Students also read in pairs the '*Batimung*' book to build vocabulary and understanding. The teacher supplemented the reading with information on '*Batimung*,' (a South Kalimantan steam bath practice) on its ingredients and health, and cultural values.

Active engagement was made easier through questions and discussion. 9A, 9E, and 9F classes had good participation, while 9E had poor participation. For this to be better, simple questions and remarks were employed by the teacher to elicit quieter students to contribute.

3) Section 3: Evaluation

In the observation, the instructor had a standard approach to assessment across all the classes with similar student responses. After reading the report text of the '*Batimung*', there were two ways of assessing.

The students answered written questions regarding the purpose, structure, and content of the text first. Students exchanged papers for one another to correct, while the instructor praised correct answers and clarified any mistakes.

Second, the instructor administered random oral quizzes by levels of proficiency. If there were misunderstandings, the instructor clarified them again in easier, nicer language. This checked understanding and fostered active participation and a more interesting learning environment.

b. Findings from the Interview with the Teacher

1) Local culture used in teaching

The use of local cultural elements in teaching the English language is a suitable way of making learning relevant, fun, and meaningful to students. Through this approach, the students not only learn English but also become knowledgeable about the local culture and how it can be connected to the international world.

a) Local Cultural Elements Used in English Language Learning

“The elements used are usually all types of text based on narratives, facts about local culture.” (Mam M, script 1, line 1, interview data)

In English language teaching, the elements of local culture utilized by the teacher are all types of text in the form of stories and facts related to local culture. For example, a report on how the ‘*Batimung*’ tradition is good for health can be employed as practice for students of report texts in English.

b) Selection of Local Culture for Pedagogical Materials

“For example, for report text, now many children are sick with the flu, typhoid. It turns out that this ‘*Batimung*’ culture has health benefits. So, it is concluded in the report text material. Or it can also be procedure

text with an example of material around students, for example, how to make '*jaruk tigarun*' or how to make '*kenikir*.'" (Mam M, script 1, line 3, interview data)

Local culture is chosen by instructors that conforms to English learning material and everyday life for students. For example, in teaching procedure texts, using local materials like '*jaruk tigarun*' or '*kenikir*' enables the students to comprehend the content as well as learn cultural values.

c) Reasons for Choosing Local Culture in English Language Teaching

"Rather than students knowing more about Western culture, and giving priority to their attitude towards today's children." (Mam M, script 1, line 9, interview data)

The selection of local culture among the curriculum has several significant reasons, such as providing priority to the knowledge of the local culture, rather than knowing more about the Western culture, students are introduced to the wealth of local culture, which is typically overlooked. This action aims to provide pride and love for their very own culture.

d) Influence of Local Culture on Students' Understanding of English

"They will be informed, the teacher asks them to search the internet for the material for the next meeting. At home, they are given videos to watch." (Mam M, script 1, line 11, interview data)

Interacting with authentic culture can improve English comprehension through self-study and multimedia support. Students are assigned to research cultural material for the next lesson and watch supporting videos at home so that they can better understand the material before coming to class.

2. What are the benefits of using local culture in teaching English?

a. Findings from the Interview with the Teacher

1) Benefits of Using Local Culture

a) Makes Students Better Understand Learning Materials

“I think so, because they are related to their lives, and familiar. Most students only know the word ‘*Batimung*’ itself. So, by using the ‘*Batimung*’ material, students become more knowledgeable and interested in their own culture.”(Mam M, script 1, line 14, interview data)

Local culture-based materials are simple to master because they tap into students’ feelings and lives. Familiar materials like ‘*Batimung*’ help students learn new English vocabulary and culture, thus making learning richer.

b) Developing English Skills

“Of course, in my class, they have to use English. So, it will influence the students to improve their speaking ability.” (Mam M, script 1, line 19, interview data)

In local culture-based education, students learn speaking, reading, writing, and listening by way of local cultural material. They learn to

describe traditions, read and write local stories, and listen to culture-related dialogues. The teacher observe the improvement in pupils' speaking because they actively involve themselves in speaking English in class.

c) Increasing Student Motivation and Enthusiasm

"If the children react more than 50%, it means that they are interested. And there is a Q&A time to know if they are motivated and enthusiastic." (Mam M, script 1, line 21, interview data)

The use of local culture in learning generates a more interesting and meaningful setting. As soon as learners feel the content of learning is related in some way to their life or environment, they become more excited to engage. This gives the students a sense of ownership of learning since they feel important and motivated while talking about their own culture.

d) Encouraging Students' Speaking Confidence

"Local culture helps the confidence of students while speaking builds up. Because there is always a Q&A session, which requires students to reply, so their speaking ability gets better." (Mam M, script 1, line 24, interview data)

The students feel more comfortable speaking in English when they are discussing their own culture, as they already know the topic. They become more dynamic and think of how to present, not about understanding the content.

e) Students' Benefit if Local Culture is Implemented in a Learning Scenario

"It's great for us to use media they view as negative to become positive. For example, the use of gadgets in learning. The students are assigned the task

of finding out about materials related to local culture on their gadgets. In that manner, students' curiosity will increase.” (Mam M, script 1, line 26, interview data)

Application of the local culture contributes to the development of language and encourages proper application of technology such as researching traditions through articles or videos. This increases digital literacy and makes gadgets an effective learning tool.

The local culture approach to English language teaching not only builds language capability but also provides students with wonderful social, emotional, and cultural enrichment. It creates a distinctive and lasting learning experience.

2) An Elaborate Description of Contextualized Learning and Learners' Attitudes through the Application of Local Culture

Applying local culture in English learning enhances language skills in addition to creating enriching learning experiences and positive attitudes towards both local and foreign cultures. An in-depth discussion of the above points follows:

a) Appropriate Learning Experiences for the Relevance to Students Lives

“*Batimung* is useful, for example, if they get married. They will do ‘*Batimung*’, right? Because of that, the main goal is to introduce our own local culture so that they will love our own local culture even more.” (Mam M, script 1, line 30, interview data)

Local cultures such as ‘*Batimung*’ create a sense of familiarity in the learning process. Through the use of such cultures, students are taught language as well as cultural values that broaden their minds. This renders the students more interested and comfortable with the content.

b) Changes in Students’ Attitudes and Learning Habits after Using Local Culture

“Students become more familiar with local culture, especially with the existence of P5 nowadays, which makes students love their own culture more.” (Mam M, script 1, line 33, interview data)

Inclusion of the culture at a local level in education affects the learning behavior and attitude of students. Through involvement in programs like P5 (Projek Penguatan Profil Pelajar Pancasila), the students are more familiar, respectful, and interested in maintaining their culture. Sharing and exchanges make them engage more and be part of the learning process.

c) Acceptance of Cultural Differences after Learning Local and Foreign Cultures

“For example, just like the previous lesson, ‘*Batimung*,’ they will be more aware that in addition to sauna abroad, we also have ‘*Batimung*,’ students will appreciate more.” (Mam M, script 1, line 35, interview data)

Cultural mix in learning promotes cultural tolerance. For example, when learning ‘*Batimung*’ and ‘sauna’, students become exposed to cultural differences and similarities. This develops a global mindset and boosts their cultural identity.

d) The Impact of Using Local Culture on Students' Attitudes towards Other Cultures

"The main hope is that their teachers can use local culture, have good manners, and connect with local stories or culture." (Mam M, script 1, line 37, interview data)

The use of indigenous culture in learning impacts students' attitudes to like other cultures, both foreign and domestic.

A local culture-based approach helps the teacher in transferring values, courtesy, and cultural respect. Connecting lessons to customs is an emotional bond for students and generates a feeling of respect for other cultures.

3) Thorough Explanation of the Impact on Teacher

Implementing local culture in English learning is beneficial to both students and the teacher. It makes learning more effective despite some drawbacks. The following is a full description based on the points given:

a) The Impact of Local Culture on Teachers' Teaching Strategies

"They are told what to do, but the overall key is a strict teacher." (Mam M, script 1, line 39, interview data)

Use of local culture makes it easier for the teacher to organize suitable and engaging learning. Since the students are familiar with the environment, they are easier to direct. Its effectiveness, however, is dependent on the teacher to remain disciplined in maintaining learning concentration.

b) Difficulty in Infusing Local Culture into English Language Learning

“There is a challenge if the students did not learn. The challenge is such as how to make the students more interested, by awarding bonus points if they answer or respond to the teacher’s questions.” (Mam M, script 1, line 40, interview data)

Local culture also offers many opportunities, but the teacher are constrained by low class interest and limited materials. Some of the students are less engaged if the topic does not capture their attention. The teacher can inspire students through incentives like extra point, and are usually compelled to come up with their own materials because there are no proper resources.

4) In-depth Description of Culture Shock Mitigation through Introduction of Local Culture

Local culture plays an important role in helping students understand and adapt to foreign cultures. By building familiarity with their own culture, students can better understand and accommodate foreign cultures. The following is a detailed description based on the above aspects:

a) The Role Played by Recognition of Local Culture in Accommodation to Foreign Cultures

“May help to reduce culture shock, for example, ‘*Batimung*’ with a sauna. Both share similarities, both use spices or herbs.” (Mam M, script 1, line 43, interview data)

Cultural awareness helps students to reduce culture shock when exposed to foreign cultures. With an understanding of their own culture, for

instance, '*Batimung*', the students have something to refer to in order to comprehend foreign cultures, for instance, saunas in the West.

b) Reference to Local and Foreign Cultural Experiences in Learning Environments

"Only every lesson in class will have local cultural materials." (Mam M, script 1, line 45, interview data)

Foreign and local culture discussions help to heighten cross-cultural awareness. In learning from local culture, students are cautioned to describe what they know prior to beginning to know foreign cultures.

5) Summary Explanation of Enhancing Students' Interest and Motivation with Local Culture Integration

Infusing local culture in English teaching enhances students' motivation, interest, and attitude. It also enables the teacher to establish a more personal connection between the students and the learning material, as well as develop language skills. The following is an in-depth explanation based on the above points:

a) The Impact of Local Culture Integration on Students' Motivation to Learn English

"By asking students to find out about the material a couple of days before the class meeting." (Mam M, script 1, line 46, interview data)

Integrating local culture into English learning encourages students through identification with the content. One way is to pre-read a topic, such as '*Batimung*', so that students will be interested in class.

b) Variations in Students' Attitudes towards English after Incorporation of Local Culture

"Yes, there are changes in students' attitudes." (Mam M, script 1, line 48, interview data)

Connecting English to native culture enhances the motivation of students and increases their confidence in speaking. Students don't just regard English as a difficult subject, but also as a way of learning their culture and other cultures more positively.

b. Findings from the Students' interview

1) Local Culture Learning Experience

a) Students' Perception of Integrating Local Culture in Teaching EFL

This chapter summarizes the results of research on Teacher's Practices on Integrating Local Culture in EFL Teaching, based on student interviews to determine their attitude towards the inclusion of local culture in English class. Some useful themes came from the analysis.

(1) Positive Attitudes Toward Local Culture

Most of the students responded positively to the incorporation of local culture in English classes. They liked the method and found it interesting, as can be seen from the following statements:

“I want to learn English and learn about the local culture.” (P15, script 16, line 1, interview data)

“Yes, because I can learn something new. I particularly enjoy learning when the topic is interesting. You can learn something about other cultures when you learn English.” (P7, script 8, line 1, interview data)

(2) Familiarity and Connection

Students explained that they had a sense of familiarity and belongingness studying English through local culture. They enjoyed the fact that the content was close to their everyday lives:

“I can understand it easily because the content is more related to daily life.” (P6, script 7, line 1, interview data)

“I’d better comprehend stories on local culture because I already have the subject matter.” (P9, script 10, line 1, interview data)

(3) Increase Appreciation of Local Culture

Apart from promoting language acquisition, the use of local culture was also seen as a way of promoting appreciation of culture by the learners. A majority of the respondents pointed out that this approach revitalized their respect and love for their own culture:

“I agree. Local culture is unique and can make learning English more interesting.” (P8, script 9, line 1, interview data)

“Yes, that’s interesting. It blends local culture and English.” (P14, script 15, line 1, interview data)

These sentiments reflect a dual benefit: students not only improved their English skills but also developed a stronger connection to their cultural identity.

b) Elements that Students Encourage in Learning English

Within this investigation, almost all students showed that the most common local cultural elements taught in English language studies are folklore and traditional practices, i.e., local myths and traditional norms. Some students mentioned:

“Folklore and customs, i.e., local myths and traditional customs.” (P2, script 3, line 5, interview data)

“Customs, regulations about what individuals can and cannot do.” (P1, script 2, line 5, interview data)

c) Students’ Perception of Learning English through Local Culture-Based Materials

There were three dominant themes arising from the analysis: more enjoyment and interest, easier to understand, and pride in local culture.

(1) More Enjoyment and Interest

The students also found English more fascinating and fun to learn, with local culture being used as learning content. To them, it was more fascinating to their minds. Some of the comments they gave were:

“I’m happy to learn English with local culture as material.” (P1, script 2, line 6, interview data)

“I am happy because I can learn more about local culture by learning English.” (P8, script 9, line 5, interview data)

“With the incorporation of local culture, I am eager to discover the setting of the story.” (P18, script 19, line 4, interview data)

(2) Increased Ease of Comprehension

Students asserted that learning English was easier when using known local cultural elements. Selected individual responses showed this benefit:

“I think that it gets easier to learn because I know the story, and I can also learn new words.” (P3, script 4, line 5, interview data)

“It was easier to learn because I already knew the stories or traditions, so it was a matter of learning the English word.” (P6, script 7, line 5, interview data)

(3) Identify Formation and Cultural Pride

Some of the students also mentioned that learning English through local cultural materials also made them feel proud of their own culture. They felt proud and appreciated, as evidenced by the following responses:

“Learning English together with local culture makes me proud of my origins.” (P9, script 10, line 5, interview data)

“I felt prouder of my own culture when I studied English.” (P20, script 21, line 4, interview data)

“Proud and satisfied with my own local culture.” (P26, script 27, line 4, interview data)

This pride suggests that the incorporation of local culture in English learning not only facilitates language learning but also creates cultural identity and appreciation.

2) Perceive Benefits

a) Local Culture-Based Material Makes Students Easily Understand

Utilization of local culture-based content in English classrooms significantly enhances the comprehension of the subject among students. This is supported by students’ feedback that has three significant points: familiarity with content, learning vocabulary, and a confidence boost in English learning.

(1) Familiarity with Content Enhances Comprehension

Students agreed they were comfortable learning English when they were well-versed in local legends or tales or customs because they could focus on the learning process of a language without being encumbered by foreign material. Some of the significant student quotes follow:

“Yes, because I know the stories or traditions, it’s easier to understand for the English lesson.” (P3, script 4, line 7, interview data)

“Yes, it’s easier for me. Because I have already learned the story, I need to figure out how to say it in English.” (P22, script 23, line 5, interview data)

“Yes, it is easier because I am already familiar with the local culture.”

(P26, script 27, line 5, interview data)

(2) Promotes Vocabulary Acquisition and Sentence Structure

The students felt that locally contextualized material provided them with a real situation in which to learn new words and sentence structures and thus were better able to recall what they had learned. For instance:

“Yes, the locally relevant materials enable me to determine the content so that I can put more emphasis on vocabulary and sentence structure in English.” (P6, script 7, line 7, interview data)

“I believe new words are picked up quicker if they are linked with local stories.” (P12, script 13, line 5, interview data)

(3) Boosts Confidence and Understanding

Students feel more at ease with answering English exercises and questions since they understand the cultural content and can focus on word usage and translation. Some of the feedback is:

“I feel more confident answering questions because I know the subject of culture.” (P15, script 16, line 5, interview data)

“Yes, because I knew the material already, so it was easy.” (P29, script 30, line 5, interview data)

b) Improve Students’ Competence through Local Culture as Material in Teaching EFL

The incorporation of local culture into English lessons improved the language skills of the students, especially their reading and speaking skills,

and recorded improvements in all language skills, including writing. These are identified as follows:

(1) Improvement in Reading Skills

A majority of students mentioned significant improvement in reading based on the local culture-based materials, which made them more comfortable with reading English and acquiring new words. Students' response was as follows:

"Yes, particularly reading. I accustomed myself to reading texts on local culture and learned new words." (P7, script 8, line 10, interview data)

(2) Improvement in Speaking Skills

Students also mentioned improvement in speaking, attributed to learning local culture and involvement in class. Some of the noteworthy observations include:

"Yes, local culture helps me speak better because I have the background." (P8, script 9, line 9, interview data)

(3) Integrated Development of Language Competency

Other students mentioned improvement in all language skills, reading, speaking, and writing through blended learning strategies, including reading, responding to questions, and summarizing texts. Some of the examples are:

"I believe all the skills have improved, because the teacher normally asks us to read and answer directly by giving answers in English." (P20, script 21, line 6, interview data)

“Yes, sure, I believe all the skills have been improved, because I read a lot of texts and answer questions, and rewriting in English has improved my skills.” (P26, script 27, line 6, interview data)

c) Local Culture Enriches Students’ Motivation

Interviews revealed that the use of local culture as a resource in English classes highly enhances student motivation.

(1) Enhanced Enthusiasm Because of Familiarity

Most of the students are more eager to study English with local cultural materials, as the relevance to culture and real life makes the content understandable and interesting. For instance:

“Yes, I want to learn English with local culture, because it can help me know more about local culture.” (P1, script 2, line 9, interview data)

(2) Curiosity and Interest in Local Heritage

Other students also thought that learning English using local cultural materials brought more curiosity and interest in their cultural heritage, and enriched their cultural knowledge. For example:

“Yes, it makes me more enthusiastic. For example, when learning traditions like ‘*Batimung*.’ I am more interested in reading the text in English.” (P3, script 4, line 12, interview data)

(3) Reduce Boredom and Increase Engagement

Students felt that the use of local content reduced their boredom in lessons and made them more interesting. For example:

“Yes, I am more interested since the subject matter is interesting. For example, I like to read about the legends of my locality in English.” (P6, script 7, line 13, interview data)

(4) Familiarity Generates Confidence and Participation

Familiarity of students with subject matter provided them with the confidence to answer questions. For example:

“Yes, I was excited. Because it is familiar to me, I was excited to answer the question because I got extra points.” (P20, script 21, line 8, interview data)

d) Confident Speaking in English

Based on the interviews, the findings indicate that the students have differing levels of confidence in speaking or writing English with local cultural content. The response indicates positive impacts and lingering setbacks, as follows:

(1) Enhance Confidence Through Local Context

For example:

“Yes, because I already know the context, it makes me more at ease to speak.” (P3, script 4, line 1, interview data)

“Yes, because I feel like I know what is being discussed, so it’s easier to speak.” (P7, script 8, line 14, interview data)

“I feel more confident because I can express my own culture in English.” (P13, script 14, line 12, interview data)

(2) Vocabulary and Pronunciation Problems

Yet others still lack confidence due to poor vocabulary and fear of mispronunciation. This is a natural barrier to learning a language, even if the subject matter of the content is locally relevant. For instance:

“No, I feel the same because my vocabulary is still limited.” (P6, script 7, line 15, interview data)

“I don’t feel more confident because it’s hard to express local culture in English.” (P10, script 11, line 12, interview data)

“I feel more nervous when speaking because I don’t want to make errors when explaining local culture.” (P17, script 18, line 9, interview data)

e) Interested in communicating in English

As per the interviews, students gained interest in speaking English after learning about local culture. But it all depends on whether they are confident enough and how frequently they get an opportunity to practice it. The results are as follows:

(1) Increase Interest in expressing Local Culture in English

Some of the students were very interested in speaking English to introduce their local culture to others. For example:

“Yes, because I learn more stories or information that can be shared with others in English.” (P2, script 3, line 13, interview data)

“Yes, because I feel I have interesting stories to tell others in English.” (P3, script 4, line 15, interview data)

“Yes, I was interested in English after knowing the local culture, so that the local culture can be known better by people.” (P26, script 27, line 12, interview data)

(2) Confidence and Practice Opportunity Barriers

Despite this interest, some of the students do not have sufficient confidence to speak, because they have limited vocabulary or no practice in speaking. For example:

“Yes, I feel interested, but I am not yet confident enough to communicate in English.” (P1, script 2, line 1, interview data)

“I think learning the local culture does not make me more enthusiastic about speaking because there are rarely opportunities to use it.”

f) Students Find English Content Related to Local Culture

As revealed through the interviews carried out, the students will develop positive feelings when they learn English through the use of local cultural content. The process makes the environment more enjoyable and effective in their learning process as revealed through the following major findings:

(1) Positive Emotional Responses

It made most of the students happy and comfortable learning English with the local culture content. They enjoyed the closeness to everyday life, which made the content feel nearer and more attractive. For example:

“I feel happy and comfortable because the material feels familiar.” (P3, script 4, line 17, interview data)

“I am happy because I can study English and become familiar with my local culture.” (P8, script 9, line 17, interview data)

(2) Familiarity Reduces Language Anxiety

Students suggested that familiarity with the area’s cultural subjects made the learning process more comfortable and easily understood. Familiarity can reduce language anxiety and create confidence. For example:

“I am happy, and it is easy to learn because the topic is close to daily life.” (P7, script 8, line 18, interview data)

“I feel comfortable because the local cultural content is close to my daily life.” (P14, script 15, line 14, interview data)

“I feel comfortable with the material, so it’s easy.” (P15, script 16, line 12, interview data)

(3) Increased Interest and Engagement

Incorporating local culture in English learning also generated increased interest among the learners, thus making learning an enjoyable and engaging endeavor. For instance:

“I find the lesson interesting since the topic content is close to my own.” (P12, script 13, line 14, interview data)

g) Increase Students’ Motivation to Learn English

From interviews, it was found that most of the students are more inclined to learn English when local culture is utilized as instructional material. Due to the following reasons, as discussed below:

(1) Familiarity and Personal Connection

Most of the students were more motivated because the applied local culture approximated life, thus the lesson was easier to understand and was related to individual experience. For example:

“Yes, I feel motivated because the local culture feels close to my daily life.” (P1, script 2, line 14, interview data)

“Yes, because I feel closer to the material and want to know more.” (P5, script 6, line 17, interview data)

“Yes, I am more motivated because the local culture makes the lessons closer to my life.” (P8, script 9, line 18, interview data)

(2) Easier Understanding Through Cultural Reference

Students indicated that using local materials is easier to comprehend as they are familiar, thus encouraging language skills development. For example:

“I find it easier to understand the material when the topic is related to traditions I am familiar with.” (P14, script 15, line 19, interview data)

“I’m more enthusiastic because I can learn English while studying my local culture.” (P12, script 13, line 15, interview data)

(3) Global Connection and Cultural Pride

Certain students felt that learning local culture in English class made them want to introduce their culture to the rest of the world with pride, and made them learn the language. For example:

“I feel proud and motivated to learn because I can introduce our culture to the world.” (P18, script 19, line 12, interview data)

3) Comprehension and Communication Skills

a) Students’ Perception of Incorporating Local Culture to Improve Communication in English

From the interviews, it was observed that most of the students feel that the study of local culture enables them to know how to speak or communicate English. This relationship is evoked due to a series of strong reasons, as discussed below:

(1) Enhancing Vocabulary

Another student noted that learning local culture in English helps in the expansion of vocabulary as well as understanding cultural issues, which results in more correct and assertive speech. For example:

“Yes, because I learned how to describe local culture in English, although still a little.” (P7, script 8, line 22, interview data)

“Yes, because learning local culture gives me some new vocabulary to define something.” (P8, script 9, line 20, interview data)

(2) Familiarity Facilitates Communication

Students are more conversant in English and speak of local culture because they are familiar with it, thus, communication is more fluent. For example:

“I can speak English more easily when I am talking about things I already know, for example, local culture.” (P9, script 10, line 18, interview data)

(3) Comprehending Sentence Structure Through Cultural Context

Some students felt that learning the local culture helped them grasp the structure of English sentences and, thus, communication was more correct and effective. For example:

“Learning the local culture helps me to understand sentence structure when telling a story.” (P12, script 13, line 16, interview data)

“Yes, I think that the local culture helps me to understand communication in English better.” (P27, script 28, line 13, interview data)

b) Improvement in Communicative Competence

The following is according to the students’ interviews, where all of them explained that they learned new words and phrases through local culture in their English class. The learning has assisted their language as follows:

(1) Cultural Context Supports Grammar Learning

The majority of the students felt that English learning with local materials makes it easy to learn new related words, makes English learning more interesting and improves language skills. For example:

“Yes, there are expressions or vocabulary that I learned and that helped me to communicate in English.” (P1, script 2, line 16, interview data)

“Yes, there are some words and expressions that I learned from local tradition or tales.” (P2, script 3, line 18, interview data)

“Yes, I have learned some new vocabulary related to folklore or tradition.” (P3, script 4, line 21, interview data)

(2) Peer Interaction and Fluency

Some of the students supplemented that such vocabulary improved fluency and confidence in conversation in English about close cultural topics. For example:

“Yes, I learn new vocabulary that can be discussed with friends.” (P8, script 9, line 22, interview data)

“Yes, there are. My friends and I sometimes use English when we speak to practice our English.” (P25, script 26, line 14, interview data)

4) Relevance

a) Local culture Reflects Students’ Everyday Life

Interviews revealed that students are likely to feel that learning materials incorporating local culture are more relevant to their lives. This is because of the following major reasons, discussed below:

(1) Cultural Familiarity Enhances Engagement

Most of the students remarked that learning English with local culture is relevant as it reflects something about everyday life. Learning a language becomes more engaging and memorable. For example:

“Yes, because learning local culture, I see local culture in my daily life quite often. And by incorporating local culture in learning, it reminds me.”

(P6, script 7, line 24, interview data)

“Yes, I relate, because learning local culture, I notice many times the culture of ‘*Batimung*.’ And now it is already in the salons.” (P26, script 27, line 20, interview data)

(2) Personal and Cultural Connections

Some students stated that learning English through local culture is easier to understand because it is related to family legends and traditions.

Below are some of the remarks:

“Learning about local culture helps me understand the folk tales often told by my parents.” (P12, script 13, line 19, interview data)

(3) Real-World Context for Language Use

By using local culture topics, students feel that what they learn is closer to their realities and, therefore, easier to recall and transfer to everyday lives. For example:

“Yes, in my opinion, the material with local culture is relevant, because I used to encounter some of the material, while never encountering some of it.” (P11, script 12, line 23, interview data)

b) The Role of Local Culture in Facilitating the Understanding of the Use of English in Society

From the interviews, the use of local culture in English learning materials helps students learn more vividly how English is used in society.

The link is triggered by a series of key factors, as described below:

(1) Realistic Language Use in Social Contexts

Students asserted that studying English with local cultural resources helped them witness the application of grammar and vocabulary in daily life, especially in explaining traditions and customs, which made learning more practical and meaningful. For example:

“Yes, I know how to explain local customs or stories in English to other people.” (P2, script 3, line 21, interview data)

“Yes, I know how to apply English vocabulary and grammar to explain local culture to other people.” (P4, script 5, line 22, interview data)

(2) Improved Translation and Cross-Cultural Competence

A number of the students stated that this approach also enables the translation of Indonesian cultural concepts into English, bridging the language gap and providing confidence in communication. For example:

“With the local culture, it makes it easier for me to translate Indonesian to English, so I can use English more easily in society or with my friends.” (P26, script 27, line 22, interview data)

(3) Contextual Appreciation of Common English Use

Local cultural materials enable students to learn English in a more realistic setting, so that they can learn how the language is used in everyday communication and social interaction. For example:

“Local cultural material helps me learn to speak about everyday things in English.” (P14, script 15, line 21, interview data)

5) Challenge and Suggestions

a) Difficulties in Learning English from the Local Cultural Perspective

From the interviews, it was determined that the majority of students face challenges when learning English from the local culture. The challenges predominantly comprise vocabulary constraints and pronunciation problems, as discussed below:

(1) Limited Vocabulary

The most typical issue faced is having limited vocabulary by students, which affects the reading of English materials as well as local cultural texts, leading to poor reading capacity and confidence in employing the language. For example:

“Yes, I often find it difficult because my vocabulary is still limited.” (P1, script 2, line 20, interview data)

“Yes, the difficulty is that my vocabulary still isn’t great, so sometimes it’s hard to read the text or material.” (P2, script 3, line 23, interview data)

“Yes, it’s hard for me because my English vocabulary is still poor, so sometimes it’s hard to understand the meaning of the text.” (P5, script 6, line 24, interview data)

(2) Pronunciation Challenges

Pronunciation was also pointed out as an issue by some students since English words are not necessarily read as written, causing them to feel nervous and less confident when speaking. For example:

“I find it difficult to pronounce words because sometimes they are different from how they are written.” (P25, script 26, line 19, interview data)

“Yes, sometimes it’s difficult to remember vocabulary, and I'm afraid of mispronouncing vocabulary in English.” (P27, script 28, line 20, interview data)

b) Students’ Expectations for Local Culture Integration in Future English Learning

Students showed diverse expectations regarding the integration of local culture into English learning. These expectations are as follows: expecting more inclusion of their culture and a language learning experience that is more interactive.

(1) More integration of local culture in English lessons

Some students hoped for more use of local cultural content in English class. They believe that by doing so, they can not only learn to better their language but also learn more about their own culture. For example:

“I hope English classes with local culture are conducted more often, so I can learn English better and keep learning local culture.” (P2, script 3, line 25, interview data)

“I wish there were more local cultures so that they are not forgotten by the younger generation like us.” (P28, script 29, line 17, interview data)

(2) Encouraging Cultural Awareness

Some students emphasized introducing local culture into English lessons in a way that would expose their culture to the entire world, and this made them proud and responsible. For example:

“I hope that local culture continues to be included in the curriculum so that the younger generation remains familiar with it.” (P20, script 21, line 22, interview data)

(3) More Interactive and Engaging Learning Activities

Local culture roles, stories and group discussions are some activities that students want more of in class in a bid to make the lessons enjoyable and memorable. For example:

“I want the teacher to create more interactive activities, such as role-plays on local cultural topics.” (P27, script 28, line 22, interview data)

(4) Cross-Curricular Integration

Some of the students suggested that local cultural material must not only be utilized in English class but also other subjects so that they may gain a clear vision of their heritage. For example:

“I do not have any specific expectations, but if possible, I would like to see more local cultural material used in other subjects.” (P5, script 6, line 26, interview data)

Finally, this research confirms that students see utilitarian advantages in applying local culture in English studies since it can improve language skills, reinforce cultural heritage, and boost cultural pride.

B. DISCUSSION

1. The Teacher Implements Local Culture in Teaching EFL

a. Discussion from Observation

This chapter investigates the use of local culture as English teaching content and its benefits, based on classroom observation and supporting studies in Indonesian and Papuan contexts. Results show that the teacher utilizes local culture through systematic steps: planning, action, and evaluation.

1) Section 1: Planning

Observations show that the instructor prioritized local culture in English lessons. It began with selecting proper materials, for instance, the '*Batimung*' textbook, which connected language learning to the students' surroundings. This concurs with hypotheses that argue for the utilization of local culture to enhance the language as well as cultural knowledge (Aminullah et al., 2019; Darong & Menggo, 2021; Kramsch, 1993).

Furthermore, the teacher's integration of greetings, prayers, and friendly interactions is evidence of culturally responsive teaching that produces a healthy learning environment. The practice is also consistent with Vygotsky's sociocultural theory, which strongly advocates for the primacy of social interaction in the learning process (Huitt, 2000; Blake & Pope, 2008). The teacher also applied anticipatory socialization, which led students to apply earlier experiences to new content through discussions of local culture (Pahnwar & Ansari, 2016).

Additionally, Eryansyah & Erlina (2023) hold that the readiness and belief in a method's efficacy by the teacher are key factors in the development of their teaching style. In this research, the teacher demonstrated understanding of how local culture could be selectively selected and integrated into the English curriculum to serve language as well as identity formation requirements.

2) Section 2: Action

At the action stage, the instructor used local references to culture consistently to increase student engagement and understanding. The text of the '*Batimung*' report supplied an important English reading, speaking, and critical thinking practice environment, as per the findings of Ena & Romrome (2022) that familiar cultural content strengthens language ability. Low participation in other lessons indicated the effectiveness of the approach in stimulating and building cultural awareness (Prastiwi, 2013; Nurlia & Arini, 2017).

This action phase also demonstrated culturally responsive teaching, where the teacher acknowledged students' histories and created lessons that affirmed their histories. This practice is supported by (Nguyen, 2017), who classifies cultural content as universal, national, and local bonds, and emphasizes the pedagogical advantage of infusing culture linked to students' everyday lives.

However, varying levels of participation were indicative of the issues noted by Sellami (2021), which emphasized the notion that the cultural

backgrounds of learners dictate learning adaptation to culturally infused lessons. The teacher did this by exercising inclusive questioning to reach less participatory students, which demonstrates the need for adaptive strategies within culturally diverse classrooms, as cited by Putra & Musigrungsi (2022).

3) Section 3: Evaluation

In evaluation, it utilized written tasks and questioning to test the knowledge of learners. The approach examined language skills while enabling students to explain their understanding of local norms. It agrees with Ena & Romrome (2022) in that they support the use of cultural content in the assessment of proficiency in languages and also echo culturally responsive pedagogy for confirming learners' cultural identity (Nguyen, 2017).

Moreover, by evaluating students' grasp of language content learned through English, the teacher was not merely evaluating linguistic skills but also intercultural awareness, which is among the most crucial elements of intercultural communicative competence (Byram, 1997).

b. Discussion from Interview with Teacher

1) Local Culture used in Teaching

a) Local Culture Elements Used in English Language Learning

The teacher incorporates local cultural content to make learning more engaging and relevant to the learners. Among these are traditional tales, folktales, and informational texts about local customs. For example, folktales and myths are used in lessons on narrative features like setting, conflict, and resolution. This aligns with research in the Papuan context,

where local cultural content has been shown to increase students' interest and motivation in learning English (Ena & Romrome, 2022). Following Vygotsky, such Zone of Proximal Development (ZPD) can be instigated when learners are aided with concepts that are familiar to them, e.g., their own culture, during foreign language learning.

b) Selection of Local Culture for Pedagogical Materials

Instructors select local culture elements that are familiar and relevant to students' day-to-day experiences, therefore making it easier for them to relate to English concepts. This eliminates the gap between instructional materials and students' experiential backgrounds and thereby enhances their understanding and retention of English capabilities.

c) Reasons for Choosing Local Culture in English Language Teaching

Local culture is integrated by educators to encourage students to be proud and identify with their culture. Such integration emanates from the desire to safeguard cultural heritage and counter Western cultural (Putra & Musigrungsi, 2022). Locally, stories or narratives given tend to instill character values, including respect, cooperation, and empathy. This is in accord with Vygotsky's sociocultural theory, which also posits that learning is heavily dependent upon its cultural environment (Vygotsky, 1987).

d) Influence of Local Culture on Students' Understanding of English

The incorporation of local cultural features in the teaching of English has been found to influence students' understanding, motivation, and self-confidence. For instance, in Papua, the inclusion of local culture in the

teaching of English resulted in enhanced proficiency in speaking, reading, and writing, coupled with added motivation to learn (Ena & Romrome, 2022). It also promotes critical thinking because students relate the English language to their cultural awareness.

2. The Benefits of Using Local Culture as English Teaching Material

a. Discussion from Interview with the Teacher

The integration of local culture into English language teaching (ELT) has emerged to be a potent way of improving learners' language competence, cultural awareness, and overall motivation. The chapter delves into the following major themes: greater understanding, improved language competence, increased motivation, reinforcement of cultural identity, and fewer culture shocks.

1) Benefits of Using Local Culture

The most significant benefit of using local culture in English acquisition is increased comprehension through relating new concepts to familiar contexts. For instance, the inclusion of elements such as '*Batimung*' makes it easier to use language by making them comprehensible through familiarization with available contexts. This supports Darong & Menggo (2021). Explanation that local culture simplifies complex language using comprehensible content. It also aligns with Vygotsky's (1986) sociocultural theory that considers learning as tied to social and cultural context. Through the use of students' cultural knowledge, teachers are better positioned to scaffold learning and build more meaningful lessons.

2) Developing English Skills

Insertion of local culture into learning English strengthens all four language skills. Interviews show that students read, write, listen, and speak more when taught issues that are familiar to them. For example, speaking fluency is boosted by teaching local traditions, while reading and writing on culture boosts vocabulary and grammar (Ena & Romrome, 2022). Placing language in context through culture also assists in memorization (Fu, 2018), with Papuan instructors reporting improved vocabulary and critical thinking through the same. In particular, Kramsch (1993) emphasized that culture is not an additional component but an inherent element in all aspects of language learning.

3) Increasing Students' Motivation and Enthusiasm

Integrating local culture in English teaching increases students' motivation. Results from interviews show that students learn more when they know the cultural topics, offering a more personal association with the knowledge. This aligns with Nambiar et al. (2020), who demonstrated that local culture enhances interest and motivation because it is appropriate. Further, integrating local culture creates an inclusive learning environment where students feel valued, developing curiosity and commitment to learning English (Prastiwi, 2013). Furthermore, Sellami (2021) noted that materials rooted in students' realities make them more curious and enthusiastic toward language learning.

4) Encouraging Students' Speaking Confidence

The incorporation of local culture in English learning strengthens the students' cultural identity while they learn a global language. As Putra & Musigrungsi (2022) note, prioritizing local culture in textbooks is a bulwark against cultural erosion and a source of pride in heritage, especially in Indonesia's multicultural context. It also resists Western cultural dominance in English textbooks, pushing for a more inclusive and culturally responsive pedagogy.

This finding resonates with Vygotsky's scaffolding theory, where learning is facilitated with the material having been a part of the knowledge base of the students. This is also in line with culturally responsive pedagogy, or that which promotes identity-affirming materials to build learner confidence and reduce language anxiety.

5) Reducing Culture Shock

Incorporating local culture into lessons of English may also minimize the threat of culture shock as students have a known point of reference when they encounter foreign cultural concepts. Through this approach, students are allowed to compare their own culture with others, thus cultivating tolerance and a deeper understanding of cultural diversity (Sellami, 2021).

This is in accordance with the argument presented by Putra & Musigrungsi (2022) that culturally based EFL teaching helps preserve local values and dissuades foreign norms from taking control of learners' minds. Straub (1999) also allegedly claimed that students must learn their own

culture first, then foreign cultures, because this builds stronger cultural identity and intercultural understanding.

b. Discussion from the Interview with Students'

1) Local Culture Learning Experience

a) Students' Perception of Integrating Local Culture in Teaching EFL

(1) Positive Attitudes Toward Local Culture

Interviews indicated that most students found studying English through local culture more enjoyable, referring to it as fun, enjoyable, and interesting. This agrees with Goldberg's (2001) in Ena & Romrome (2022) claims that learners are encouraged by familiar cultural material because it engages with what they know and value.

Putra & Musigrungsi (2022) also argued that learning is facilitated by culturally appropriate content because it is accommodated in learners' identity and social context. Similarly, Sellami (2021) emphasizes that culturally appropriate materials aid in reducing discomfort with external content and increasing motivation.

(2) Familiarity and Connection

Students reported that learning from local culture increased their understanding and made English easier to comprehend. This is consistent with the sociocultural theory of Vygotsky, which emphasizes learning from cultural and social contexts in the Zone of Proximal Development (ZPD).

Ratminingsih et al. (2020) also found that contextual content, such as folktales, enhances vocabulary and reading literacy, confirming that relevance to culture enhances cognitive engagement and learning achievements.

(3) Increase Appreciation of Local Culture

One of the dominant themes to come out of the interviews was that the employment of local culture within English lessons not only facilitated language acquisition but also assisted pupils in building a more positive identification with and sense of pride in their heritage. Pupils reported feeling more connected to their culture, indicating that the strategy has twin advantages: language development and support for cultural identity.

This is by Kramsch's (1993) contention that language is a cultural practice and learning a language involves negotiating and interrogating one's cultural norms. Ena & Romrome (2022) also observed that use of cultural resources borrowed from the Papuan context boosted confidence and pride among students, forcing them to engage more actively and to interact more effectively.

As also Putra & Musigrungsi (2022) observe, giving primacy to local culture in the Indonesian setting is both a pedagogic necessity and a necessity of national identity, a means of remedying the dominance of Western cultural norms and protecting against cultural decline.

b) Local Cultural Elements: Folklore and Customs

One of the main discoveries is that folklore and tradition were the most interesting aspects of local culture in English learning. Myths, social norms, and customs provide both culturally rich content and authentic, contextual material. This is reinforced by Goldberg's (2001) "learning through culture" model, where culture is seen as content and as a means of language learning. The familiarity of students with these traditions enables them to connect to English in a more significant way.

Darong & Menggo (2021) also, point out that local stories contain some cultural lessons; thus, it becomes easier to link students' background knowledge to new language content.

c) Students' Perception of Learning English through Local Culture-Based Materials

(1) More Enjoyment and Interest

Students felt very positively about English learning through local culture, with students describing lessons as fun, interactive, and interesting—factors that are vital to language learning success.

Fu (2018) and Ratminingsih et al. (2020) argue that familiar and culturally proximal content renders material more relatable and accessible. Kramsch (1993) argues that cultural context enables both linguistic and social competence.

These findings are in agreement with Putra & Musigrungsi (2022), who found that the use of local culture raises motivation and results in a more interactive, interesting class.

(2) Increased Ease of Comprehension

A second big theme emerging from the interviews is that locally based materials make English more understandable. Students reported that prior knowledge of traditions or stories helped them grasp new content better.

This validates Vygotsky's (1978) sociocultural theory, which emphasizes scaffolding and building from the known of the learners. Familiar content helps students stay in their Zone of Proximal Development (ZPD) and reduces cognitive load.

According to Sellami (2021), unfamiliar cultural content can lead to confusion or demotivation, while local content keeps learners interested and confident.

(3) Identity Formation and Cultural Pride

The major impact of integrating local culture in English learning is increased cultural pride. Students felt proud learning English via narratives of their own culture.

Kramsch (1993) noted that language goes hand in hand with identity, linking what was learned to students' culture, fostering confidence as well as intercultural skills.

This fits into Indonesia's education goal of preserving national culture (Prastiwi, 2013; cited in Putra & Musigrungsi, 2022), making students value their culture and reduce cultural inferiority because of foreign standards.

2) Perceive Benefits

a) Local Culture-Based Material Makes Students Easily Understand

(1) Familiarity with Content Enhances Comprehension

Students frequently mentioned that they were aware of cultural stories and customs, which facilitated learning English lessons. Known material enabled them to focus on language without being overwhelmed.

This aligns with Vygotsky's theory (1978), where the application of prior knowledge to support learning within the Zone of Proximal Development (ZPD) is emphasized. Fu (2018) further contributes that a known cultural context makes English content easier to comprehend and more engaging.

(2) Promotes Vocabulary Acquisition and Sentence Structure

Students stated that local cultural material was easier to remember for new vocabulary and grammar. Associating English words with familiar cultural events made the learning process more intuitive.

This supports Brown's (2001) claim that culture influences the meaning and use of language. Ratminingsih et al. (2020) also found that familiar stories and situations strengthened students' memory and language use.

(3) Boosts Confidence and Understanding

Students also gained more confidence in studying English through well-known cultural materials. Foreknowledge of the topics made them more in control, enabling fuller participation and focus on linguistic use.

This supports Kramsch's (1993) idea that integrating students' own culture into language instruction increases identity and stimulates active learning. Similarly, Putra & Musigrungsi (2022) emphasize that familiarities with culture increase motivation by creating positive emotions like pride and confidence.

b) Improve Students' Competence through Local Culture as Material in Teaching EFL

Aside from facilitating comprehension and motivation, materials based on local culture also assist in developing particular language skills, specifically reading and speaking, with some students claiming overall improvement in all English skills.

(1) Improvement in Reading Skills

Students have indicated improved fluency and understanding in reading when they read texts about their indigenous culture, due to familiarity and engaging material. This concurs with Prastiwi (2013) in Putra & Musigrungsi (2022) and Fu (2018), who found that culturally-situated materials help learners identify with and understand more competent texts.

Culturally rich narratives also provide strong context to unfamiliar words, inviting close reading and greater engagement, which ultimately builds reading skills.

(2) Improvement in Speaking Skills

Familiarity with cultural content allowed students to be more confident in speaking because they knew the topics. Cultural conversation and storytelling activities generated natural contexts of English use.

This aligns with Kamilah et al. (2019) and Alakrash et al. (2021) findings that using local culture enables beginners to speak more naturally and effortlessly, improving their speaking skills.

(3) Integrated Development of Language Competency

Some students enhanced reading, speaking, and writing, suggesting that teaching based on culture enables general language acquisition. Reading, retelling, and summarizing exercises help integrate some skills.

This is in line with the communicative language teaching (CLT) framework that focuses on language acquisition through meaningful context. Ratminingsih et al. (2020) concurred further that local content significantly enhances overall language achievement.

c) Local Culture Enriches Students' Motivation

Student interviews reveal that adding local cultural content to English lessons raises enthusiasm and motivation levels. This is driven by familiarity, interest in cultures, active participation, and increased confidence, motivators based on language acquisition theories and previous research.

(1) Enhanced Enthusiasm because of Familiarity

Most students reported greater motivation when English classes aligned with their daily lives and domestic norms. Conformity enhanced learning as more engaging, accessible, and motivating.

This is in support of Vygotsky's (1978) Zone of Proximal Development, where existing cultural knowledge facilitates new learning. Similarly, Fu (2018) and Kramsch (1993) explain that relating the learning of language to the authentic world of learners produces affective engagement and sustained interest.

(2) Curiosity and Interest in Local Heritage

Some students stated that learning English through local material sparked renewed interest in the home country. Topics like *Batimung* or traditional food made classes more tangible and encouraged heightened cultural awareness.

Straub (1999) and Putra & Musigrungsi (2022), confirm that the inclusion of home culture in the curriculum allows for both language and cultural development, encouraging learners to explore their identity and enhancing intrinsic motivation.

(3) Reduce Boredom and Increase Engagement

Students commented that with the use of local culture-based teaching materials, English classes were more enjoyable and less boring. This increased fun led to more participation and more engaging classroom.

This conforms with Goldberg's (2001) observation that culturally responsive materials are more engaging and stimulating, especially for

tasks like narration and discussion. Brown (2001) similarly states that attention and motivation are maximized when content is significant and emotionally engaging to maintain students' interest and reduce disengagement.

(4) Familiarity Generates Confidence and Participation

Students felt more comfortable speaking when they were presented with well-organized cultural content. They said they were more prepared to respond and perform better if the material was familiar to them.

This supports Kramsch's (1993) contention that culturally situated learning enhances communicative competence by enabling learners to participate in chatting over familiar matters. Vygotsky (1978) further emphasized emotional comfort and readiness to learn. Likewise, Sellami (2021) found that familiarity with cultures deters anxiety from language and enables oral fluency acquisition.

d) Confidence Speaking in English

This chapter explores how the use of local culture in English learning influences students' speaking confidence. Based on the student interviews, two findings emerge:

(1) Enhance Confidence through Local Context

Certain students felt more comfortable and confident if local culture was included in lessons of English lessons, as it alleviated the unfamiliar content difficulty. It enabled them to focus more on the language use and provided more natural responses, less performance anxiety.

This is consistent with Vygotsky's (1978) sociocultural theory, whereby to-be-learned and known cultural knowledge supports scaffolding on learning and communication. Kramsch (1993) also contributed that culture-based content enhances ownership and pride in expression, while Sellami (2021) further contributed that familiarity mitigates language anxiety, especially in speaking tasks.

(2) Vocabulary and Pronunciation Problem

Not all the students were self-assured, as some of them were still uncertain about speaking due to their poor vocabulary, poor ability to articulate local concepts in English, and fear of mispronunciation. This is evidence that although familiar material is useful, language skills need additional assistance to effectively communicate.

This aligns with Brown's (2001) view that learners must be instructed specific pronunciation and vocabulary in specific contexts, especially in EFL contexts with limited authentic input. Goldberg (2001) also argues that as much as cultural content inspires, deliberate language instruction promotes successful communication. Vygotsky's (1978) Zone of Proximal Development underscores that learners require teacher-mediated scaffolding to move from grasping content to successful communication.

e) Interest in Communicating in English

The interviews revealed that the use of local cultural content in English learning increases students' motivation, especially in describing

cultural tales or customs. Low confidence, poor vocabulary, and lack of practice, however, can hinder this motivation. The research highlights the value of cultural content while highlighting the reinforcement of teaching strategies to counteract these inhibitors.

(1) Increased Interest in Expressing Local Culture in English

Most of the students gained a greater interest in applying the English language after reading the local cultural content. Sharing their traditions, food, and stories in English made them speak and share their cultures.

This aligns with Kramsch's (1993) view that cultural identity is what language learning embodies. Sellami (2021) found that culturally embedded English instruction enhances student pride and supports English as a vehicle of cultural expression. Goldberg (2001) also argues that culture drives communication, not just content, but motivation as well.

(2) Confidence and Practice Opportunity Barriers

Some students, though eager, lacked confidence in speaking English due to insufficient vocabulary, pronunciation difficulties, and insufficient speaking practice. They believed they had a wealth of cultural content but could not express it with confidence.

This is aligned with Vygotsky's (1978) argument that while cultural knowledge supports learning, the student needs to be scaffolded, e.g., vocabulary and speaking practice, to achieve fluency. Brown (2001) went on to emphasize that output activities like speaking are needed to

internalize the language. These practices illustrate that while local culture sparks, formal practice of speaking is needed to build confidence.

f) Students find English content Related to local culture\

(1) Positive Emotional Responses

Students all but unanimously reported positive attitudes when learning English from local cultural resources. They were relaxed, smiling, and enthused, and the familiarity and personal relevance of the resources were at the heart of their motivation.

This corroborates Fu's (2018) opinion that culturally familiar content enhances enjoyment and access through the reduction of perceived difficulty. Kramsch (1993) also adds that incorporating learners' own culture makes the language meaningful at the personal level, thus encouraging emotional investment in learning.

(2) Familiarity Reduces Language Anxiety

Students reported that exposure to culturally familiar content reduced anxiety, a typical barrier to second language learning. After the content reflects everyday life, students feel at ease and can participate.

This is consistent with the theory of sociocultural development by Vygotsky, which emphasizes the value of social context and previous experience as scaffolds in learning. By basing lessons in learners' culture, teachers make language learning less cognitively and emotionally demanding.

g) Increase Students' Motivation to Learn English

(1) Familiarity and Personal Connection

A few of the students remembered that they were more interested in studying English when the material was connected to their own culture. Relevance of the material naturally motivated them to be involved more intensely.

This serves to complement Gardner's (1985) integrative and instrumental motivation theory, in which integrative motivation encourages learners to frame language learning in their cultural or personal identity. Sellami (2021) also found culturally responsive materials to have the impact of reducing ethnocentric tension and enhancing openness in learners.

(2) Easier Understanding Through Cultural Reference

Some students mentioned that they wished to be able to contribute their culture to the world, and that local content not only interested them but also fostered cultural pride. This supports the idea that culturally responsive language instruction can foster both linguistic and intercultural ability (Kramsch, 1993; Goldberg, 2001).

3) Comprehension and Communication Skills

a) Students' Perception of Incorporating Local Culture to Improve Communication in English

(1) Enhancing Vocabulary

Students reported that they acquired vocabulary for local customs, folklore, and daily living, which allowed them to talk more meaningfully,

especially about things they knew. This is consistent with Brown's (2001) assertion that context-based vocabulary is the most memorable and with Goldberg's (2001) "learning through culture" model, in which contextual, meaningful content guides language learning.

(2) Familiarity Facilitates Communication

Shared cultural content made it simpler for students to communicate in English. This supports Vygotsky's (1978) hypothesis that processing load is reduced if learners connect new language to established concepts. Secondly, as students used new words among themselves, they were practicing within rich settings, an important aspect of communicative competence, as noted by Communicative Language Teaching (CLT) philosophy.

b) Improvement in Communicative Competence

(1) Cultural Context Supports Grammar Learning

They noted that learning local culture aided in comprehension of the structure of English sentences, particularly when re-telling or explaining cultural narratives. This is a sign that culturally based instruction helps internalize grammar by providing context and functional purpose for forms in language.

(2) Peer Interaction and Fluency

Students indicated that learning new vocabulary from local cultural resources helped them deal with everyday interactions with their peers, encouraging spontaneous language use and peer-to-peer learning. This is

needed for the building of communicative competence, since it is fluency that is learned not only from formal instruction but from real-life interactions.

4) Relevance

This chapter discusses how local culture materials can be integrated into teaching English, illustrating how its applicability in learners' daily lives yields fruitful, engaging, and effective learning. Students' interview remarks show how the use of culturally responsive materials enhances intellectual and affective interest, making theoretical language structures more concrete and familiar.

a) Local Culture Reflects Students' Everyday Life

(1) Cultural Familiarity Encourages Engagement

Students noted that culturally local materials in English felt natural and relevant to their daily experiences, and learning was enjoyable and memorable. Activities like '*Batimung*' or household practices made the learning experience-based.

This confirms Vygotsky's (1978) theory that familiar settings provide scaffolding for comprehension, enhancing comprehension as well as recall. Kramsch (1993) also emphasizes that language is culture-bound—where learners can observe their own culture in course materials, it verifies their identity and provides them with internal drive.

(2) Personal and Cultural Connection

Some students pointed out that they were more encouraged to study English if the subject matter represented their own culture, since familiarity will naturally motivate them.

This aligns with Gardner's (1985) concept of integrative motivation, where learners connect language to identity, and Sellami's (2021) view that culturally responsive materials reduce tension and foster openness.

(3) Real-World Context for Language

Students found that locally situated materials provided a contextualized practical environment for language use, making vocabulary and grammar easier to comprehend and communication easier. Goldberg's (2001) "learning with culture" model supports this, where culture is both content and medium, adding relevance and authenticity.

Ratminingsih et al. (2020) similarly agree that culturally based instruction makes content comprehensible, improving retention in reading, writing, and speaking.

b) The role of local culture in facilitating the understanding of the use of English in society

(1) Realistic language use in a social context

Students indicated that studying English through local culture allowed them to employ vocabulary and grammar more meaningfully in day-to-day communication, for instance, in describing traditions or narratives.

This supports the notion by Goldberg (2001) that culturally familiar content makes language use as a function or functional tool. Vygotsky's (1978) sociocultural theory also substantiates this in its focus on meaningful communication growing through goal-directed, socially situated practices.

(2) Improved Translation and Cross-Cultural Competence

Other students said that learning English via indigenous culture helped them to clarify Indonesian cultural words better in English. This enriched their vocabulary, sentence construction, and fluency to convey themselves better in multicultural settings.

This aligns with Kramsch's (1993) position that learning language is intercultural negotiation—students are not only learning English, but they are also learning to encode their own culture in it. Sellami (2021) also points out that localized materials help build intercultural competence, which allows students to communicate cultural meanings appropriately with a second language.

(3) Contextual Appreciation of Common English Use

The second key result of the interviews is that local cultural content offers genuine contexts for the use of English in ordinary conversation. It helps students see English as functional, informal, and usable in ordinary interactions.

This aligns with the underpinnings of Communicative Language Teaching (CLT), which prioritizes authentic language use as opposed to

text-based practice. Cultural themes present realistic discourse contexts that promote practical fluency. Brown (2001) also attests to language learned in contextualized, real situations being more useful in the development of communicative competence.

5) Challenge and Recommendations

a) Difficulties in Learning English Through a Local Cultural Approach

While the application of local culture to the teaching of English is beneficial, in terms of greater motivation, comprehension, and communicative capacity, students also found it challenging, particularly with vocabulary and pronunciation. These do not act to invalidate the approach but indicate the need for targeted teaching support to maximize its worth.

(1) Limited Vocabulary

Various students mentioned that limited vocabulary hindered them from reading culturally familiar texts. The challenge was linguistic, not cultural.

This confirms Vygotsky's ZPD theory in Ansari & Hameed (2016), which highlights scaffolding like vocabulary assistance. Brown (2001) also highlights that vocabulary must be taught contextually and systematically for effective language acquisition.

(2) Pronunciation Challenges

Another common problem students communicated was difficulty with pronunciation due to the disparity between English spelling and

pronunciation. This often led to hesitation on speaking tasks, which lowered their confidence even when they understood the cultural topic.

As Kramsch (1993) states, language learning is all about developing communicative confidence rather than gaining control of grammar and vocabulary. Difficulty with pronunciation can be a huge discouragement to this.

This highlights the need for explicit pronunciation instruction, such as listening practice, phonemic awareness, and peer speech practice to help students build confidence.

b) Students' Expectations for Local Culture Integration in Future English Learning

The students' interview data indicate a robust and long-standing desire for greater integration of local cultural material into English teaching. It is not merely the pedagogical value but also the sociocultural value, deeper down, from identity confirmation to facilitation of interactive learning. Findings are grouped into four overarching themes: greater integration, culture promotion, interactive learning, and interdisciplinary use.

(1) More Integration of Local Culture in English Lessons

The user test revealed that the majority of the students mentioned wanting to have systematic and uniform practices of incorporating local culture into English learning. They believed that incorporating culture preservation with language study was beneficial as it allowed them to learn at the same time. This agrees with Kramsch's (1993) view that language

and culture cannot be treated separately, and teaching one without the other hinders effective and authentic communication. Additionally, Bárdos (2004) and Kovács (2017) argue that the acquisition of one's original culture through a second language promotes cultural pride and hence makes the students become more engaged. Vygotsky's (1978) theory also advocates that cultural context is a support for higher acquisition of languages so that the learners can connect their prior knowledge to new linguistic knowledge, resulting in better understanding and fluency.

(2) Encouraging Cultural Awareness

Some of the students expressed a desire for local culture in ELT to allow them to share their traditions to the world because they felt proud and responsible towards their culture. They accepted English as a global medium to allow them to preserve and share their unique cultural identity. This is supported by Sellami (2021), who found that students will resist dominant Western narratives and use English to protect and advance their heritage. Putra & Musigrungsi (2022), further emphasize that the integration of local culture in English teaching allows students to perform as cultural diplomats, promoting a more diverse culture. These aims highlight that the benefits of using local culture extend beyond language and learning, and include identity formation and global citizenship.

(3) More Interactive and Engaging Learning Activities

The second point of the data was on students' desires for interactive and creative learning activities based on local culture, such as telling

stories, role-plays, and group discussions. Students said these kinds of activities were enjoyable, memorable, and useful for developing communication skills. This is consistent with Goldberg's (2001) "learning through culture" model, which promotes experiential, culture-embedded learning. By integrating cultural material into process tasks that are interactive, students are able to practice language purposefully and retain more in the long run. Brown (2001) also adds that language acquisition needs to have utility and social interaction, and this is what these activities provide.

(4) Cross-Curricular Integration

Some students advocated for the application of the use of local cultural materials beyond the English class to all subjects to give an overarching view of their cultural heritage. This is premised on the fact that culture is not disciplinary and transmutes across subjects. This is argued by Saliman (n.d.), citing that culture-based learning develops critical thinking, creativity, and interdisciplinarity and helps students apply cultural values to such courses as history, arts, and civics. This integrative approach also enhances intercultural competence, which Kramsch (1993) contends is essential in preparing students for a globalized world while maintaining their cultural identities.