

Integrating Culture into Language Instruction: Enhancing Speaking Skills at SMAN 3 Pangkalpinang

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Abstract

This study explored the integration of cultural components in speaking skills instruction at SMAN 3 Pangkalpinang. Utilizing a descriptive qualitative approach, data was sourced from a questionnaire given to 130 students and interviews with two teachers. Secondary data was extracted from documentation. Multiple cultural components were identified as beneficial for speaking instruction, including intellectual values, lifestyle behaviors, media, artistic values, family, minor values, major values, and formal values. These components exhibited mutual support, rendering them inseparable. Both educators and students acknowledged the effectiveness of integrating these components in enhancing English oral proficiency. The intertwined nature of the cultural components suggests a need for a holistic approach to language instruction, emphasizing both linguistic and cultural elements. Educational institutions should consider adapting their curricula to incorporate these components, ensuring a comprehensive understanding of language and its associated cultural nuances. Furthermore, educators require training to effectively weave these components into their teaching strategies. The unanimous positive feedback indicates that such integration not only bolsters linguistic capabilities but also enriches overall communication skills. Incorporating cultural components into language instruction presents a promising strategy for enhancing speaking skills, with significant implications for curriculum design, pedagogical approaches, and improved language outcomes.

Keywords: *Speaking Skills Instruction, Cultural Components, Holistic Language Learning*

INTRODUCTION

Language serves as a key medium of communication, facilitating the expression and sharing of ideas, feelings, viewpoints, and opinions among individuals. The attribute in question serves to differentiate humans from animals, placing a particular emphasis on our inherent human qualities. According to Nunan (2001), the expansion of the English language has created extensive possibilities for individuals to engage with various domains such as science, information and communications technology (ICT), finance, power dynamics, international communication, intercultural understanding, entertainment, and other related

areas. Undoubtedly, language holds a significant role in facilitating effective communication by enabling individuals to convey their ideas, thoughts, and emotions (Mayasari, 2019). In essence, language can be seen as a communicative medium that encompasses a collection of sentences utilized to express thoughts or concepts.

According to the perspective presented in Wu's journal as cited in Hermansyah (2021), internal factors play a significant role in students' language acquisition. These characteristics encompass a strong intrinsic motivation to learn and possess a positive attitude towards English proficiency. According to Hermansyah (2021), it has been suggested that the environment might exert an influence on an individual's attitude, both in terms of their personal life and their educational pursuits.

Regrettably, the acquisition of English language skills poses a considerable challenge for students in Indonesia, leading to apprehension regarding errors, inadequate pronunciation, and unfamiliar vocabulary. The acquisition of a language provides a multitude of essential advantages. According to Ilyosovna (2020), there exist five justifications for the significance of the English language.

1. English serves as a widely spoken international language, facilitating effective communication across borders and cultures.
2. English holds significance in the academic realm, being a language commonly used in research, publications, and scholarly exchanges.
3. Proficiency in English grants access to a vast range of written resources, including online and printed materials, enriching one's knowledge and understanding.
4. English proves useful while traveling, as it is commonly understood in many parts of the world, making communication and navigation easier.
5. Fluency in English is vital for those aspiring to work in international business or commerce, enabling seamless communication and collaboration on a global scale.

The objective of promoting Teaching English as a Second Language (TESL) in Indonesia is to facilitate the acquisition of English language skills by non-native speakers, enabling them to achieve a level of education and scholarly competence similar to individuals learning a completely unfamiliar language (Kurniawan et al., 2019). As a result, the instructional and reinforcement activities for English language acquisition predominantly occur in formal educational environments rather than informal conversational contexts. While there are elective courses offered in many foreign languages, it is worth noting that English continues to be a mandatory subject throughout the duration of high school (Rahman, 2018).

Regrettably, Indonesian students who are engaged in the study of English lack the necessary proficiency to effectively use their language abilities in real-life situations beyond the confines of the educational setting. The teaching and study of English as a foreign language in Indonesia pose unique obstacles, which differ from those encountered in regions such as Hong Kong where English is more frequently utilized as a foreign language. As English is not the predominant language of communication, students encounter restricted opportunities to engage in language practice beyond the boundaries of the classroom. Hence, the incorporation and utilization of the English language inside the educational setting assume paramount importance, particularly in cases where the target language is infrequently spoken in non-academic contexts (Suryati, 2013).

Proficiency in communication skills is of utmost significance in contemporary society, necessitating a high level of competence in order to excel in one's respective domain. The skills of reading and listening are commonly classified as receptive skills, whereas writing and speaking are seen as productive skills that are essential for proficient communication in the process of language acquisition. According to Zaremba (2006), speech is commonly considered to be the most essential skill for effective communication. The acquisition of strong oral communication skills provides numerous advantages in both personal and

professional spheres. For example, the development of proficient oral communication abilities can significantly improve one's performance in various professional contexts such as public speaking engagements, corporate training sessions, employment interviews, and other business-related activities (Osborn, Osborn & Osborn, 2008).

The acquisition of English language skills is prevalent in Indonesia as a secondary linguistic system, necessitating its study as a distinct and unfamiliar dialect. Classrooms serve as spaces where students engage in the process of studying and foster the facilitation of English language instruction. According to Rahman (2018), the inclusion of English in high school curricula is deemed essential. In the context of Indonesia, students encounter challenges when it comes to effectively employing the language as a medium of communication outside the confines of the educational environment. In their literature-based English language training, Oxford and Shearin (1994) utilized an unknown dialect. As a result, the process of teaching and learning English in Indonesia has unique problems, notwithstanding the increased prevalence of English usage within the country. In his work, Kirkpatrick (2007) draws attention to the contemporary challenges faced in the instruction of English language within educational settings in Indonesia. According to Mayasari et al. (2018), there is a need for increased creativity and innovation among teachers and students in the acquisition and dissemination of educational content.

According to Gilakjani (2016), the significance of speaking in interpersonal interactions cannot be overstated, as individuals partake in verbal communication as a regular occurrence. Verbal communication functions as a method of transmitting concepts and information through spoken language. One of the main duties of the teaching staff is to facilitate the enhancement of students' verbal communication skills. According to Jaya, Hermansyah, and Rosmiyati (2019), it is imperative for educators to use an instructional approach that provides students with many opportunities to explore their own abilities and enhance their confidence in English speaking.

It is vital to comprehend the cultural components that influence the formation of schooling. Christine Bennett posits that there exist five cultural components that possess the potential to influence the process of learning. The elements can be enumerated as follows:

1. Childhood socialization refers to the common practices of raising children within a culture. The ways in which caregivers nurture children have a significant influence on their developmental skills.
2. Sociocultural tightness is determined by whether a culture is classified as high-context or low-context. In high-context cultures, time is perceived in a non-linear manner, relying on intuition and spiral logic for knowledge acquisition. In contrast, low-context cultures view time as linear and emphasize strict schedules, with knowledge believed to be gained through analytical reasoning.
3. Ecological adaptation involves the acquisition of skills or the need to adapt to specific environments within a culture. These environments can include geographical or social settings, and they often necessitate the development of skills for survival. They may foster beneficial skills in individuals.
4. Biological effects, such as genetics, brain development, and physical development, have an impact on how individuals process information. Some scientists propose that individuals from different ethnicities or cultures may possess distinct cognitive characteristics.
5. Language plays a crucial role in learning, particularly in the case of acquiring a second language. Language reflects the worldviews, thought processes, and lifestyles of its speakers. The values of a culture are expressed through language, both in verbal and nonverbal communication. Hence, an individual's native language shapes their cognition and perception of knowledge.

The impact of culture on beliefs about education, the value placed on education, and participation styles cannot be overstated. For example, many Asian students tend to exhibit quiet and reserved behavior in the classroom, and maintaining direct eye contact with teachers may be considered inappropriate within their cultural context (Bennett, 2003). It is essential for teachers to recognize and respect these cultural differences to create an inclusive and supportive learning environment for all students.

Cultural Component

Culture refers to a system of beliefs that guide how resources are distributed in society and prescribe the desired way of life for its members. It encompasses a wide range of elements, including knowledge, beliefs, art, ethics, laws, customs, and the various skills and habits acquired by individuals as they participate in society (Rifa'i, et al., 2017). The concept of integrating cultural education into language classes is considered crucial because it emphasizes the importance of aligning cultural understanding with the language being taught and used (Thanasoulas, 2001). Consequently, when teachers recognize the significance of culture, their attitudes and actions naturally reflect this belief. As a result, the selection of appropriate strategies and techniques becomes vital (Chen & Yang, 2016).

Qualitative data collection in the study utilized the cultural components inventory developed by Razi (2012). The inventory consists of 45 items categorized into nine distinct categories, which are as follows:

1. Intellectual Values: Thoughts, habits, beliefs, traditional values, etiquette, ethics, and ideas.
2. Lifestyles: Unique dances, unique jewellery, hobbies, particular skills, unique tools, dressing habits, food, and games.
3. Behaviours: Non-verbal behavioural patterns, verbal behavioural patterns, other behavioural patterns, means of communication, and reactions to particular situations.
4. Media: Television shows, news broadcasts, popular web sites, advertising, scientific/technological accomplishments, and printed materials such as newspapers and magazines.
5. Artistic Values: Music, cinema, art, and literature.
6. Family: Family life, taboos, relationships, and daily life.
7. Minor Values: Public holidays, weather conditions, traffic rules, and travel habits.

The Important of Cultural Component in Language Teaching

Culture and education are two things that go together and can't be separated. Any system of education is based on how a society's culture is set up. For example, in a society with a spiritual cultural pattern, education would focus on helping people reach moral and eternal life goals. If a society's culture is characterized by materialism, its educational system is likely to prioritize and promote materialistic values and comforts. Learning a foreign language can be seen as a process of enculturation, whereby individuals not only acquire linguistic proficiency but also assimilate new cultural perspectives and adopt a different worldview that reflects that of the target language culture and its speakers (Alptekin, 2002).

The Importance of Cultural Component in Teaching Speaking

One study has reached a consensus that the teaching of a language in isolation from its associated culture is an unattainable objective. It may be deduced that the absence of cultural instruction in the practice of teaching the English language is likely to result in ineffectiveness, as supported by the aforementioned arguments. The current pedagogical approaches employed in language instruction may elicit a greater fascination among certain

students towards the culture associated with a foreign language, potentially surpassing their interest in their own culture. Consequently, this inclination may lead individuals to assimilate certain elements of a foreign culture as their own, exemplified by the adoption of Korean culinary practices by certain Indonesians. In specific instances, it also prompted individuals to assimilate the practices and principles of the host society. A noteworthy subset of students may possess a deeper understanding of the culture of the host country in comparison to their proficiency in the language of study. According to Sudartini (2012:47), the choice made by students to embrace and incorporate the norms and values of a foreign language might result in a scenario where the cultural norms and values that are deemed crucial for a comprehensive understanding of other languages may be disregarded by subsequent generations.

This study focuses exclusively on the issue of teaching speaking skills inside SMA Negeri 3 Pangkalpinang. The author's reason for studying SMA Negeri 3 Pangkalpinang sprang from the perception that the institution was grappling with a deficiency in students' self-assurance and verbal assertiveness. Additionally, this educational institution boasted an English club, indicating the use of the English language throughout its curriculum.

The motivation behind doing this study stemmed from the persistent challenges encountered in the teaching and learning process, particularly within the realm of oral communication. The current topic of discussion is to the significant issues surrounding pupils' deficiency in self-confidence and courage when it comes to public speaking. Given the aforementioned constraints, the issue formulation of this study can be succinctly stated as follows: "What were the cultural components employed in the pedagogy of oral communication?" What were the students' perceptions of the cultural component utilized in the instruction of speaking skills?

METHOD

The method in this research was qualitative research. The object and informants of this research were the teachers who teach english in class XI & students of class XI at SMA Negeri 3 Pangkalpinang for the 2022/2023 academic year.

The researchers for this study employed two types of data: primary data and secondary data. In this research, primary data was collected through interviews, questionnaires, and documentation from teachers who teach English in class XI and students of class XI at SMA Negeri 3 Pangkalpinang. On the other hand, secondary data refers to data sources that do not provide data directly to the data collectors. Instead, these sources may involve other individuals or documents. In this study, the researchers utilized several journals as secondary data sources, which supported their research objectives. To summarize, primary data was collected through interviews, questionnaires, and documentation from teachers and students, while secondary data consisted of relevant journals that provided additional support for the research.

Technique of Collecting Data

In order to gather the necessary data for this study, a questionnaire and interview were employed. The pupils were administered a questionnaire in order to determine the appropriate cultural components to incorporate in the teaching of speaking skills to eleventh grade students at SMA Negeri 3 Pangkalpinang. The pupils would systematically provide their perspective. An interview was conducted with instructors to ascertain the cultural components that should be incorporated into the teaching of speaking skills to eleventh-grade students at SMA Negeri 3 Pangkalpinang. The pupils would express their opinions in an organized manner, similar to their peers. In this investigation, the researcher employed the reliability measure by utilizing the Product Moment correlation coefficient developed by Karl Pearson, as shown below:

$$P = \frac{F}{n} \times 100 \%$$

N

P = Percentage

F = Frequence

N = Total of Frequence

The data is presented in the form of percentage findings, wherein it is calculated and organized into a table based on a specific formula. The researcher utilized the triangulation of sources method in this investigation. Multiple data gathering procedures were employed in order to validate the data in this study. The researcher conducted a comparative analysis of data obtained through interviews, questionnaires, and documents in order to ascertain the veracity and dependability of the material. The researcher utilized the method of triangulation of sources in this investigation. The present study employed a methodology to authenticate the data by integrating several data collection methods. The researcher conducted a comparative analysis of data obtained through interviews, questionnaires, and documents in order to ascertain the veracity and dependability of the material.

According to Huberman (1994) (as cited in Sari et al, 2020: 63) the data analysis for this research has three procedures as follows:

1. Data Reduction is a structured, sharpened, and focused data analysis in such a way that conclusions can be verified. In this section, the researcher focused on the cultural component that used in Senior High School 3 Pangkalpinang, students perception of cultural component used in teaching speaking, and how teacher in Senior High School 3 Pangkalpinang used cultural component in teaching speaking.
2. Data Display is a matrix, graphs, charts and networks for qualitative data to decide which data to retrieve. The researcher presented the original data in the form of descriptive text.
3. Conclusion Drawing and Verification : the last procedures is conclusion drawing and verification. The researcher made clear conclusions according to the questions from the problem of formulation.

FINDINGS AND DISCUSSION

Findings

The data for this study was collected from teachers and students in the MIPA and IPS programs at SMAN 3 Pangkalpinang. This study interviewed 2 English teachers and 130 students of eleventh-grade students for the questionnaire. The data had been obtained by triangulation (questionnaire, interview and documentation).

The primary source of data collection also included questionnaire which distributed to the teachers and students of MIPA and IPS program. This research used likert scales questionnaire and interview. These questionnaires and interview were used to find out what kind of cultural component to be used in teaching speaking for teachers and students. The informants for this study consisted of 130 students and two English teachers.

According to the results of this research, 130 participants (92%) were identified as students, while 2 people (8%) were identified as teachers. The identities of the respondents by occupation are displayed in table below:

Table 1. Informants Based on Education

No	Profession	Frequency	Percent
1	Student	130	92
2	Teacher	2	8
Total		132	100

According to the results of the research, the majority of participants were identified as female with 76 individuals (58%) of the total sample. In contrast, there were 56 male informants, representing around (42%) of the sample. The identities of the informants according to gender are shown in table :

The study's findings indicate that the teachers unanimously agreed on the positive impact of incorporating the Cultural Component in teaching and learning. The inclusion of the Cultural Component has led to an increased level of interest in English as a second language for some courses, resulting in a more engaging teaching and learning experience.

The authors arrived at the conclusion that the students' viewpoints on teaching and learning, as assessed using a questionnaire, were in complete agreement with their teachers' perspectives when utilizing the Cultural Component. The implementation of the Cultural Component involved the introduction of a novel method. When students engage in the Cultural Component method of study, the teaching and learning process, particularly in relation to the speaking portion, becomes increasingly captivating and pleasurable. The educators at SMAN 3 Pangkalpinang effectively utilized several cultural components. Due to their cohesive nature and mutual support, all members functioned as a unified entity. The possibility of separation exists. However, the inclusion of a cultural component in the teaching and learning process, particularly in relation to speaking skills, is contingent upon the preferences of the teacher.

Table 2. Informants Based on Gender

No	Gender	Frequency	Percent
1	Female	76	58
2	Male	56	42
Total		130	100

The responses provided by the students and teachers in the questionnaires and interviews conducted to ascertain their perspectives. In total, the questionnaires consisted of 45 questions, while the interviews required respondents to answer 5 questions. The questions were administered manually. The utilization of the Cultural Component approach is deemed to be an effective methodology. Numerous advantages were observed for both educators and pupils. The Cultural Component provided an opportunity for both students and teachers to gain fresh insights and expand their knowledge. Even educators were obligated to commence their instructional sessions by focusing on the fundamental components of the language under consideration.

The research findings encompass various categories of the Cultural Component, including intellectual values, lifestyle behaviors, media, artistic values, family, minor values, major values, and formal values. All of the aforementioned entities held equal significance as they were unified as a whole. The individuals provided mutual support to one another, and it was possible to discern a clear distinction between them. The majority of students expressed strong agreement about the implementation of the Cultural Component by the teacher, as it was perceived as an innovative instructional approach. When the teacher incorporated this particular approach into the English language instruction, both the teaching and learning experiences were enhanced, resulting in increased enjoyment.

The results shown in this study demonstrate a correlation with the conclusions reported by Hermawan (2012) in their research titled "Traces of Cultures in English Textbooks For Primary Education." The author employed a descriptive qualitative approach, which aligned with the author's argument. In the present study, the focus was on examining the disparities observed in the approach adopted by the writer. Specifically, the writer sought

to explore two key aspects: 1) the perceptions of teachers and students at SMAN 3 Pangkalpinang regarding teaching and learning, with a particular emphasis on the Cultural Component for Speaking element, and 2) the identification of suitable cultural components to be employed in the teaching of speaking skills. The present study aimed to investigate two primary objectives: (1) the identification of the cultural elements that are disseminated through textbooks, and (2) the examination of the manner in which these cultural elements are conveyed within the textbooks.

The respondent expresses a desire for the inclusion of diverse cultural elements that are suitable for the instruction and acquisition of the English language. The consensus among both the interviewed instructor and the students who participated in the questionnaire was that incorporating cultural elements into English instruction, particularly in the context of oral communication, is deemed essential. As previously stated by the researcher, the Cultural Component method was a novel approach. When the teacher incorporated this particular approach to English language instruction, both the teaching and learning experiences were enhanced, resulting in increased enjoyment.

Discussion

The integration of cultural components into language instruction, as evidenced by the study conducted at SMAN 3 Pangkalpinang, offers a profound insight into the holistic approach to teaching speaking skills. This discussion delves deeper into the significance of these findings, their implications, and the broader context in which they fit.

Language is not just a tool for communication; it's a reflection of culture, history, values, and beliefs of a community. The identified cultural components, such as intellectual values, lifestyle behaviors, and artistic values, among others, are not mere add-ons to the language curriculum. They represent the soul of the language. By integrating these components, students are not just learning to speak; they are learning to communicate effectively, understanding the nuances, contexts, and subtleties that come with the language.

Traditional language instruction often emphasizes grammar, vocabulary, and pronunciation. While these are undeniably crucial, the study's findings suggest that a more rounded approach, which includes cultural immersion, can lead to better speaking skills. This is particularly true for a language like English, which is spoken in various cultural contexts worldwide. Understanding the cultural components can help students adapt their language use according to the cultural context, making them more effective communicators.

The real test of language proficiency is not in the classroom but in real-world situations. By understanding cultural components like family values, media influences, and major and minor societal values, students are better equipped to navigate real-world conversations, debates, and discussions. They can pick up on cultural references, understand humor, and even navigate sensitive topics with greater ease.

The study highlighted the mutual support and inseparability of the cultural components. This suggests that teaching these components in isolation might not be as effective as teaching them in a connected manner. For instance, understanding media references might require knowledge of artistic values, and understanding family dynamics in conversations might need insights into major and minor societal values. This interconnected teaching can lead to a richer, more immersive learning experience.

The positive feedback from both teachers and students underscores the need for a shift in curriculum design. While many language curriculums do touch upon cultural aspects, they often relegate them to secondary importance. The findings suggest that cultural components should be central to the curriculum, intertwined with linguistic elements. This could mean integrating cultural readings, media content, and real-world scenarios into the curriculum, allowing students to practice speaking in culturally relevant contexts.

The findings from SMAN 3 Pangkalpinang, while specific to one institution, have broader implications for the field of language learning. As the world becomes more interconnected, the ability to communicate across cultures becomes increasingly important. Language instruction, therefore, needs to evolve from mere linguistic training to a more comprehensive communication training. Integrating cultural components is a step in that direction. 8

While the study's findings are promising, integrating cultural components into language instruction is not without challenges. There's the risk of perpetuating stereotypes, oversimplifying complex cultural nuances, or even misrepresenting certain cultural aspects. Teachers need to be aware of these pitfalls and approach the integration with sensitivity and a commitment to continuous learning.

CONCLUSION

The study at SMAN 3 Pangkalpinang has not only reinforced the significance of integrating cultural components into language instruction but has also introduced a novel perspective on holistic language learning. Traditionally, language and culture have been perceived as parallel tracks in the realm of education. However, this research underscores their inseparability, suggesting a symbiotic relationship where each enriches the understanding and application of the other. The novelty lies in the detailed categorization of cultural components and their mutual support, offering a fresh blueprint for curriculum design. This interconnected approach, where linguistic elements are intertwined with cultural nuances, promises a more immersive and effective language learning experience. It challenges the conventional methodologies, urging educators to rethink and reshape the way language is taught. By bridging the gap between language and culture, we are not only equipping students with speaking skills but also with the ability to communicate effectively in diverse cultural landscapes. This innovative approach has the potential to redefine language education, making it more relevant, engaging, and impactful in our increasingly interconnected world. While this study has provided valuable insights, there's a need for further research. Future studies could explore the specific impact of each cultural component on different language skills, the potential challenges teachers face in integrating these components, and the long-term impact of such integration on students' language proficiency.

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