



**TEACHING PROCEDURE TEXT IN ENGLISH BASED
ON LOCAL CULTURE CONTEXT AT SMAN 1 WONOSARI, BOALEMO**

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Abstract: The purpose of this community service activity is to address common problems faced by high school students, particularly those at SMAN 1 Wonosari, namely their limited English-speaking ability. This problem arises from the lack of daily English communication and insufficient mastery of essential vocabulary. Overcoming this issue, the program aims to improve students' speaking skills through classroom learning uses "Procedure Texts" as teaching material, contextualized within the students' local cultural environment. This approach stimulates students' thinking, facilitates idea expression, and builds confidence in speaking English. Moreover, it is expected to encourage peer influence and community engagement. The activity began with consultations with the school principal and class teachers, followed by the selection of suitable materials. Eclectic, Direct, and Indirect methods were applied, emphasizing individual speaking tasks using culturally relevant topics. A speaking assessment rubric was used to evaluate progress. Among 32 tenth-grade students, initial evaluation showed 26 received D category due to limited vocabulary and low fluency. After implementation, results improved significantly: 3 students achieved A, 16 obtained B, and 13 reached C categories. Comparing those two results of students' speaking evaluation shows us that applying teaching material based on cultural context resulted high students' ability in English speaking skills.

Key Words: *Teaching, Procedure text, local, cultural, context*

Abstrak: Tujuan kegiatan pengabdian kepada masyarakat ini adalah mengatasi permasalahan umum yang dihadapi siswa, khususnya SMAN 1 Wonosari, yaitu keterbatasan kemampuan berbicara dalam bahasa Inggris. Masalah ini muncul karena kurangnya komunikasi berbahasa Inggris dalam kehidupan sehari-hari serta rendahnya penguasaan kosakata yang esensial. Untuk mengatasi hal tersebut, program ini bertujuan meningkatkan keterampilan berbicara siswa melalui pembelajaran di kelas dengan menggunakan bahan ajar "Procedure Text" yang dikontekstualisasikan dalam lingkungan budaya lokal siswa. Pendekatan ini menstimulasi cara berpikir siswa, mempermudah pengungkapan ide, serta menumbuhkan kepercayaan diri dalam berbicara bahasa Inggris. Selain itu, kegiatan ini diharapkan mendorong pengaruh positif antar teman sebaya dan lingkup kehidupan siswa. Kegiatan dimulai dengan konsultasi bersama kepala sekolah dan guru mata pelajaran, kemudian dilanjutkan dengan pemilihan bahan ajar yang sesuai. Metode yang digunakan adalah Eclectic, Direct, dan Indirect, dengan penekanan pada tugas berbicara individu yang berbasis konteks budaya. Rubrik penilaian kemampuan berbicara digunakan untuk mengevaluasi kemajuan siswa. Dari 32 siswa kelas X, hasil



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awal menunjukkan 26 siswa memperoleh kategori D karena keterbatasan kosakata dan kelancaran berbicara. Setelah pelaksanaan program, hasil meningkat signifikan: 3 siswa meraih kategori A, 16 kategori B, dan 13 kategori C. Perbandingan hasil tersebut menunjukkan penerapan bahan ajar berbasis konteks budaya secara signifikan meningkatkan kemampuan berbicara bahasa Inggris siswa.

Kata Kunci: *pengajaran, teks posedur, lokal, budaya, konteks*

Introduction

Education and teaching basically is considerable principle activities in human life. Naturally, human being as the social creature needs science of knowledge, skills, and attitude. Those needs are not separated from the human live. Wibowo, *et al.* (2025) one of the constructivists learning theories was proposed by Vygotsky, known as social constructivism. The constructivist theory has relevance to differentiated learning in terms of meaningful learning and student activity. Related to this idea to find human meaningful learning and the potencies of the needs should be handled seriously by the educational experts with their ways of using approach, methods techniques in education system. One of the potencies of human is communicating by language included English. Khan (2023, p.1) emphasized that English is one of the most dominant taught and widely spoken languages in every corner of the world as an International language in the 21st century, including South and Southeast Asian countries like Malaysia, Indonesia.

Therefore, a primary goal associated with English Language Teaching (ELT) is to accelerate realistic, authentic, innovative, active, critical, practical, communicative, and interpersonal/social skills among ESL learners in English classes. Benson (2001, p. 1) emphasized that “as the theory and practice of language teaching enters a new country, the importance of helping students become more autonomous in their learning become one of its more prominent themes. The idea of autonomy often provokes strong reaction. To its critics, autonomy is an idealistic good and its promotion a distraction from the real business of teaching and learning language. To its advocates, autonomy is a pre-condition for effective learning, when the learner successes in developing autonomy, they not only become better language learners,



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but they also develop into more responsible and critical members of the communities in which they live.”

To make learners success in developing autonomy, responsible, and be critical members of the communities, it needs to manipulate the content of education of both good teaching and content materials based on their needs which are not only derived from the general one but also the more important one is from local cultural context materials with them. It is in particularly the teaching English as the second language for the second language learners. Hicham *et. al.* (2025) Related to EFL teaching and learning and encouraged intercultural competence teaching and language skills gives students more opportunities to acknowledge and better understand the importance of linguistic and cultural relationships, possess the knowledge, and benefit from such relationships, which are intended to target, in 21st-century education, the majors of EFL teaching.

Conceptualizing the use of important local cultural context materials in teaching English is as the answer of problems in taking control the learning material they have. It seems, students in different area may have problems in mastering English through teaching process applied by their teacher. For the example, many English learners in Gorontalo Province, particularly they are at Junior High School of SMAN 1 Wonosari in Boalemo Regency have great problem in possessing vocabulary which extremely effect to their low ability in both productive skills of speaking besides writing and receptive skills of listening and reading. Megawati and Mandarani (2016) The students have problems in conducting English communication, namely lack of vocabulary mastery, low grammar mastery, and nervousness. One of the efforts to overcome their problems is to build confidence seriously by using English more frequently in their daily life communication.

Generally, English teachers either in Junior or Senior High Schools in Gorontalo Province gave the same information that their English learners have high problem in speaking and writing beside receptive skills of listening and reading which are because of lack English vocabulary. Those problems are caused by the students dominantly use Indonesian in their daily communication, English is only studied



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consistently in classroom. Anticipating this problem is choosing good vocabulary material for students must be derived from the context of culture which is familiar to students' lives. Thus, it needs to choose and organize teaching materials based on students' familiar of their environment. Teaching materials in this term are suited to local cultural content. Moreover, Equal local cultural content is in the references that put in the curriculum of SMA of the first level or in tenth grade contain procedure text material. Connected to local content of cultural environment context materials, teacher may ask them to do speaking skill in class and evaluates whether there is a significant improving the skill by using its local cultural context. Richards & Rodgers (2001) in Tindaon and Napitupulu (2025, p. 2482) stated that language learning that involves social and cultural contexts will help students develop more effective communication skills.

The problem found from the field students' environment is as the answer of important question of the low problem of their English vocabulary to use English language communication. It is also as the concept of good idea for fulfilling students' needs related to teaching materials of local cultural context which more familiar with their environment.

Method

The method used refers to qualitative description of the data from the social life of the object. Gathering information of students' problems in speaking English from the students of SMAN 1 Wonosari was conducted by collaboration teacher' class and teaching practice.

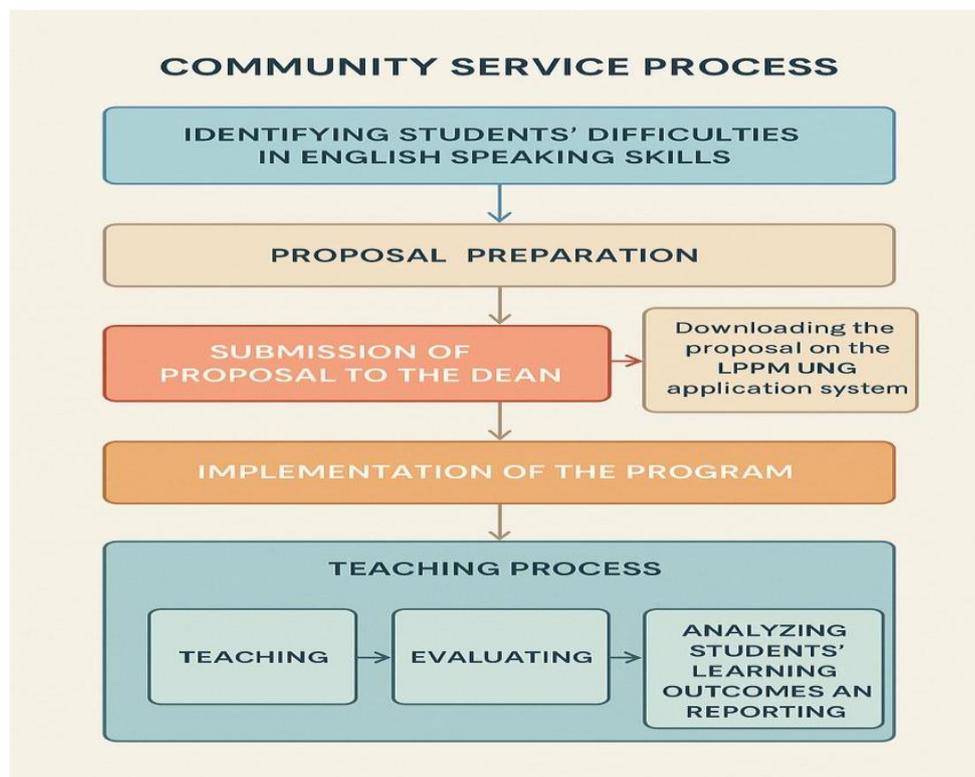
After the obtaining information about the problem of the lack of students' speaking ability in English, there is preparing a plan to carry out a teaching model in the classroom that focused on learning students' speaking skills with the collaboration technique. Wahyuningsih and Afandi (2020) The students' problems in speaking English cover the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of input of English outside the class, the lack of confidence, the curriculum of speaking should be well designed in terms of making learning collaboration in class that makes students to enrich some culture,

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knowledge and experience around the world.

This activity carried out in class X with the material 'Procedure texts.' The method used is Eclectic, Direct, and indirect, with presentation techniques in class focusing on individual speaking tasks based on cultural context. Wutun (2018, p. 48) The aspects of culture that integrated in foreign language learning are cultural facts, practices and values that should matched with learners' ability and characteristics.

In teaching process, the teacher taught the generic structure of procedure text. Students were asked to organize procedure text in group of four while the teacher checked whether they were active in doing and making different text. After all, each group showed their task, and finally the teacher checked and evaluated the students' projects. The last of teacher task in this social service, she evaluated the teacher's speaking skills based on the students' knowledge of making procedure text. There were three activities conducted here, those are teaching activity in class, evaluation the students' English speaking skills through vides, and analyzing learning results.



Picture 1. The *flow chart* of Conducting Program



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Result

To improve the efforts as well as to solve the crucial and wider problems of English on students at SMA level in which is SMAN 1 Wonosari, it is going to conduct the social service to the students in this school at Boelemo District and the goals of changing is to make the students enthusiastic and interesting in learning atmosphere. Overcoming the problem of the ability to speak English skills by Wonosari 1 High School students is to apply cultural context in teaching in class. There are four meetings of teaching procedure texts of making traditional food. Students were easy to identify vocabulary usage, and spontaneously construct simple sentences by facilitating English language conversations organized by the teacher. This was expected to be part of education and teaching improvement activities both theoretically and practically. Dia (2024) “students can access easily the cultural context from those effective system example of traditional food familiar in the students’ area”.

Carrying out of overcoming the SMAN 1 Wonosari students in lacking ability to speak English and it caused by the lack of daily English communication which caused by low mastery of the vocabulary, the program of social service has been done by the procedures illustrated in the previous description method used. The result of teaching practice in class, it was evaluated students’ speaking skills that used assessment speaking rubric, then the results seen from the two parts; first evaluation before conducted teaching to 32 students. The speaking skill of them in the X class at SMAN Wonosari dominated by by 26 students’ value of D category, there were only 4 students who got C category and 2 students who got E category. There is no of them got A category. The second, after it conducted teaching procedure text of cultural context the result of students’ speaking improve variety as there were 3 students got A category, 16 students who got B category, and 13 students who got C category. this improving supported by the actual choosing of the detail illustration of the results description can be followed in the next part.

Journal of Community Services on Multidisciplinary Sciences**Discussion**

Starting from the problem of English speaking of the students' at SMAN 1 Wonosari, it has been conducted the teaching procedure text covering the cases based on as low vocabulary, less grammar knowledge, and less of enthusiastic in producing idea to speak. This social service was conducted in six meetings in which the four meetings were focused on teaching learning process of procedure text. The previous or the first meeting was for assessment setting of this program, one of the last meeting was conducted to the last evaluation of the students' speaking skills by cooperating and doing together with the collaborative teacher. These two times of assessment covered the same four aspects of language those are pronunciation, vocabulary, fluency, and grammar. The intended meaning of the evaluation is to know the students' ability in the four of language aspects and their score standard. Yang and Chang (2008) "the integrated English learning evaluates the overall information relevant to English learning materials as well as the common features of the four language skills".

In this part, there are two results of social service activities in SMAN 1 Wonosari, those are illustrated in the two tables or pictures of the students' result of speaking before and after conducting teaching and learning process.

Picture 2

Evaluation Results of Students' Speaking Skill Before Conducted Teaching Learning at SMAN 1 Wonosari

NO	Name	Aspek of Speaking				Total	Score	Categ.
		Pro.	Voc.	Flu.	Gram.			
1	Alit Manjoe	3	3	3	2	11	55	D
2	Andika Samsudin	4	3	3	2	12	60	D
3	Ardy Ramadan Rivai	3	3	3	2	11	55	D
4	Ashif Awaludin	3	4	3	3	13	65	C



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5	Givan Djafar	3	3	2	2	10	50	D
6	I Komang Subaktiyasa	4	4	2	3	13	65	C
7	I Wayan Nugraha Destra	2	5	3	2	12	60	D
8	I Wayan Yoga	2	3	3	3	11	55	D
9	Meta Nianos Bela Nusa	3	3	3	2	11	55	D
10	Rasya Aditya Suwarno	3	3	2	3	11	55	D
11	Wahyu Weda Dananjaya	3	4	2	3	12	60	D
12	Alfariska f. Dunggio	3	4	2	3	12	60	D
13	Amelia Fadila Yahya	3	3	3	3	12	60	D
14	Anggun Pratiwi	2	3	4	3	12	60	D
15	Hadijah Kai	3	4	4	3	14	70	C
16	I Dewa Ayu Satya Novianti	3	3	3	3	12	60	D
17	Indi Rahma Puana	3	3	3	2	11	55	D
18	Kesya Reselala	3	2	4	2	11	55	D
19	Maryam Yunus	2	3	3	3	11	55	D
20	Ni Kadek Ayu Febri W	2	3	3	2	10	50	D
21	Ni Kadek Superningsih	3	2	4	2	11	55	D
22	Ni Ketut Poni Ardani	4	4	3	2	13	65	C
23	Ni Wayan Cika Setiawati	2	3	3	3	11	55	D
24	Ni Wayan Meyartika S.	2	3	3	2	10	50	D

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25	Novi Varadila Karim	2	2	3	3	10	50	D
26	Nur Zein A. Hasan	2	2	2	3	9	45	E
27	Puspita Biahimo	3	2	3	2	10	50	D
28	Rafika Nur Fadila Adam	2	3	3	2	10	50	D
29	Siti Nur Aulia Musa	3	4	2	3	12	60	D
30	Sri Yuliati Dunggio	2	3	2	2	9	45	E
31	Gita Frilian Towlalo	2	3	3	3	11	55	D
32	Anisa Aprilianti	2	3	4	3	12	60	D

Picture 3

Evaluation Results of Students' Speaking Skill After Conducted Teaching Learning by Using Selected Procedure Text Materials Based on Cultural Context at SMAN 1 Wonosari

NO	Nama Siswa	Aspek Of Speaking				Total	Score	Cate
		Pron.	Voc.	Flu.	Gram.			
1	Alit Manjoe	5	3	4	4	16	80	B
2	Andika Samsudin	4	3	3	4	14	70	C
3	Ardy Ramadan Rivai	5	3	4	4	16	80	B
4	Ashif Awaludin	3	4	4	3	14	70	C
5	Givan Djafar	4	5	4	4	17	85	A
6	I Komang Subaktiyasa	5	5	4	2	16	80	B



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7	I Wayan Nugraha Destra	5	3	3	4	15	75	B
8	I Wayan Yoga	4	3	3	4	14	70	C
9	Meta Nianos Bela Nusa	3	4	4	4	15	75	B
10	Rasya Aditya Suwarno	3	4	2	5	14	70	C
11	Wahyu Weda Dananjaya	4	4	4	5	17	85	A
12	Alfariska f. Dunggio	3	3	4	4	14	70	C
13	Amelia Fadila Yahya	5	3	4	4	16	80	B
14	Anggun Pratiwi	3	4	4	5	16	80	B
15	Hadijah Kai	3	3	4	5	15	75	B
16	I Dewa Ayu Satya Novianti	3	3	4	4	14	70	C
17	Indi Rahma Puana	3	2	4	4	13	65	C
18	Kesya Reselala	5	3	4	4	16	80	B
19	Maryam Yunus	4	3	4	5	16	80	B
20	Ni Kadek Ayu Febri W	3	2	4	5	14	70	C
21	Ni Kadek Superningsih	5	4	4	5	18	90	A
22	Ni Ketut Poni Ardani	4	3	3	4	14	70	C
23	Ni Wayan Cika Setiawati	3	3	3	5	14	70	C
24	Ni Wayan Meyartika S.	3	3	4	4	14	70	C
25	Novi Varadila Karim	3	2	3	5	13	65	C

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26	Nur Zein A. Hasan	4	3	4	5	16	80	B
27	Puspita Biahimo	3	4	4	4	15	75	B
28	Rafika Nur Fadila Adam	4	3	4	5	16	80	B
29	Siti Nur Aulia Musa	4	3	3	5	15	75	B
30	Sri Yuliati Dunggio	4	3	4	3	14	70	C
31	Gita Frilian Towlalo	5	3	4	4	16	80	B
32	Anisa Aprilianti	4	3	4	5	16	80	B

From the evaluation of 32 students of SMA 1 Wonosari, there are 26 students got category D in their speaking. They were difficulties in starting to speak what procedure text they had to speak; this was dominated by the lowest vocabularies which affected their low fluency and grammar. Tri Suryanto , *et. al* (2021, p. 11) a person's speaking skill is very dependent on the quality and quantity of his vocabulary. Mastery of vocabulary is one of the first steps that students should pay attention to. There were only 4 students who got C category and 2 students who got E category.

The result of the second evaluation of students' speaking skills after conducting teaching and learning process by using teaching material based on cultural context, there were 3 students got A category, 16 students who got B category, and 13 students who got C category.

Through this program of applying teaching procedure texts based on choosing cultural context, the students' English speaking improved. Wutun (2018, p. 49) In foreign language learning the learners bring their own culture and the language brings its culture. Local culture integration therefore is necessary in ELT. It is also Magana (2009) illustrated "many English teachers assume that the culture of the target language should be the centre of ELTL as learning language cannot be



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separated from culture”. This program of social service with conducting teaching in class of procedure text aimed also improved students’ speaking skill helped by teacher’ creative and effective system of recording students’ producing idea orally. Record tool is one of the sophisticated way in teaching speaking. Dia (2024) Sustainable solutions to specific problems and perspectives to cope with future challenges have been proposed with the recommendation of effective systems such as Computer Assisted Language Learning (CALL), Mobile Phone Assisted Language Learning (MPALL) and other sophisticated tools that fit some specific situations. Richards & Rodgers (2001) in Tindaon and Napitupulu (2025, p. 2482) stated “It is commented that Thus, collaborative learning has the potential to improve English speaking skills effectively, by creating a supportive environment and providing opportunities for students to practice speaking in more natural and authentic situations. Therefore, this approach can be the right solution to continuation of this service program can be carried out by this institutions and class teachers at school independently.

Conclusion

From the social service conducted in teaching learning process at SMAN 1 Wonosari, the students of class X who consisted of 32 people had been evaluated their speaking either before or after, their speaking showed different results. The students’ speaking skills before conducting teaching English of procedure text based on cultural context showed the result that there were 26 students got category D in their speaking. They felt difficult in starting to speak because of low English vocabulary. Because of dominated of the lowest vocabularies, it affected to their low fluency and grammar. Those are some linguistics factors may influence to students’ learning English, those are (Tri Suryanto, *et. al.* 2021, p. 12) “included accuracy in pronouncing sounds, duration, stress placement, appropriate tone of speech, choosing the right words, and using effective sentences”. These linguistics factors students must master properly to anticipate their low speaking skill.



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The second or the last evaluation as the scientific information gave different results. This session is after conducting teaching learning process by using material based on cultural context. The students' speaking skills after conducting teaching and learning process by using teaching material based on cultural context, there were 3 students got A category, 16 students who got B category, and 13 students who got C category.

Comparing to those two results of students' speaking evaluation shows us that applying teaching material based on cultural context resulted high students' ability in English speaking skills or it is categorized improve. This is an affectively taking consideration of applying cultural context in teaching in class, it is also has (Wesely, 2021) "the relationship between the teachers' beliefs and practices was mediated by context-driven instructional decision-making". Tri Suryanto, *et. al* (2021, p. 12) Meanwhile, non-language factors include flexibility in speaking, visual contact with listeners, appropriate gestures and expressions, an adequate volume of voice, fluency in speaking, and mastery of materials. Apart from language and non-language factors, speaking skill also consists of four aspects, namely social skill, semantics, phonetics, and vocals. Social skill is the ability to participate effectively in social relationships. Magana 2009 has promoted local culture in the process of English teaching and learning. It aims at encouraging English teachers to integrate the local culture into ELTL. Embedding students' local culture in ELTL is believed to facilitate students to gain the success for learning English.

As a suggestion is to teach English material to students and to improve their knowledge of language or skills need to be well prepared the content material of teaching based on cultural context to make the students enthusiastic and interesting in learning atmosphere.

Acknowledment

This program was conducted at SMAN 1 Wonosari in the odd semester of 2023/2024 and chose class X. This activity was carried out based on the regulations in higher education regarding the implementation of community service and the target of the program service was SMA 1 Wonosari. The implementer expressed her gratitude to the University Leadership and the Dean who approved the implementation of this



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activity and to the principal and class teachers who had received the presence of the program implementer to obtain data.

It is hoped that the results of this program will benefit the school, teachers, students, and lecturers, as well as educational institutions, improving the quality of education in general.

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