

A Culture-Based English Approach: Students' Perception of Developing Speaking Ability

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Abstract

The perception of the students affects their attitude, willingness, motivation, and engagement in classroom activities. Speaking is considered quite challenging to develop by the EFL students among the other language skills. A culture-based English Approach is one of the solutions to overcome that. Therefore, this study aims to explore students' perceptions of a culture-based English approach in developing their speaking ability. The researcher used a Qualitative descriptive method in the form of a questionnaire and interview data. The participants of this study were 25 undergraduate students in one of the universities in Banyuwangi. Then, the questionnaire was analyzed using a Likert scale, with the formula $P = F/N \times 100\%$. The interview data were systematically coded, with specific statements analyzed and categorized into themes that reflected the phenomenon under investigation. The result of the questionnaire shows that almost 80% students give a positive perception of CBE as an Approach to developing speaking ability. The result of the interview shows that the average student's response stated that students have a good perception about the CBE Approach used in speaking, then 26,8% is neutral. Based on both the questionnaire and interview results, we can conclude that CBE gives a positive perception in developing speaking ability.

Keywords: Differentiated learning; Humanistic approach; Educational quality; EFL; Indonesia

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INTRODUCTION

The word perception has the essential meaning that connects with beliefs. Perception influences students' behavior toward the object they perceive. In learning English, the perception of students affects their behavior in developing their ability. Perception plays a vital role in shaping learners' behavior in classroom activities. Robbins and Judge (2013) define perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. This means that, during learning, if the students perceive a learning activity positively, they will have a willingness to participate actively, whereas a negative perception may lead to the students' avoidance and low performance.

It also happens in the process of developing speaking ability. Speaking is considered quite challenging to develop by the English Foreign Language (EFL) students, among other language skills. In reality, students are experiencing difficulties with speaking in the aspect of fluency, accuracy, and confidence when using English orally. Fluency gives the ability to speak smoothly, naturally, and without pauses or hesitation. [Bui and Huang \(2018\)](#) state that fluency is the ability to use language at a reasonable speed, with few pauses, and without paying too much attention to language form. Meanwhile, accuracy means the correct grammar, vocabulary, and pronunciation used while they speak. It is in line with what was stated by [Derakhshan, et al., \(2016\)](#) who emphasize that accuracy involves correct use of grammar, vocabulary choice, and pronunciation in oral communication. Therefore, confidence means the ability in believing themselves that they can speak another language effectively. Confidence as part of learners' willingness to communicate, influenced by their perceived competence and self-assurance in speaking ([Khany & Nejad, 2016](#)).

Speaking is recognised as one of the core competencies in language learning and is often viewed as the most important skill for effective communication in a second or foreign language. It refers to the ability to convey meaning through orally produced language in order to interact with others in various social, academic, and professional contexts. Brown (2004) defines speaking as a productive oral skill that involves the use of speech and non-verbal language features, such as gestures and facial expressions, to communicate messages clearly. As a productive skill, speaking requires learners to generate language rather than simply receive it, making it inherently complex and dynamic. In the field of English as a Foreign Language (EFL), speaking holds a prominent role, as it is commonly used to measure learners' communicative competence. As noted by [Budiharso \(2019\)](#), the mastery of speaking is often considered the primary goal of language learning, and learners who are able to communicate effectively in English are perceived as successful language users. This is further supported by [Sun \(2014\)](#) who states that speaking is a multidimensional skill that requires the integration of linguistic, cognitive, and social elements to produce meaningful interaction. Therefore, speaking cannot be viewed merely as the production of sounds but as a complex process that involves constructing meaning, conveying ideas, and maintaining interaction.

Developing speaking skills in EFL settings poses various challenges for learners. One major difficulty lies in the requirement to process language in real-time, as speakers must retrieve vocabulary, apply correct grammar, organise their ideas, and pronounce words accurately while sustaining communication. [Nation and Newton \(2021\)](#) highlight that speaking requires fluency, accuracy, and complexity, which must be balanced for effective communication. The ability to speak proficiently also demands socio-cultural knowledge, such as awareness of conversational norms, politeness strategies, and the appropriate use of language in different contexts. Furthermore, the importance of speaking extends beyond classroom settings. In the global era, English-speaking ability has become an essential skill for academic success and employability. [Harmer \(2007\)](#) asserts that speaking is a critical skill for learners to participate in academic discussions, engage in international communication, and compete in the global workforce. Through speaking, learners develop confidence, express opinions, collaborate with others, and build interpersonal relationships skills that are vital in real-life communication.

Given the significance of speaking, the role of teachers in promoting speaking proficiency becomes crucial. Effective speaking instruction requires the use of communicative activities, real-life language tasks, and supportive learning environments that encourage student interaction. [Yaraghi and Shafiee \(2018\)](#) suggest that speaking activities should involve meaningful communication, provide opportunities for negotiation of meaning, and promote learner autonomy. Teachers are also expected to use strategies such as modelling language use, providing constructive feedback, facilitating group interaction, and integrating authentic materials to enhance speaking performance. In addition, the integration of technology, such as digital platforms, speaking applications, and online communication tools, has been found to further support learners' speaking development by offering authentic and varied speaking opportunities ([Chen & Hwang, 2022](#)). Speaking is a fundamental skill in language learning that enables learners to communicate effectively and participate actively in social and academic contexts. It is a multifaceted skill that requires linguistic competence, communicative strategies, socio-cultural awareness, and continuous practice.

Due to its significance in academic, social, and professional spheres, speaking should be prioritised in EFL teaching and learning. Therefore, educators must adopt appropriate instructional techniques, provide engaging speaking activities, and create supportive learning environments to foster the development of learners' speaking ability. So, the students' perception of speaking plays a key role in how the students' attitude toward learning activities in class. If they have a positive perception, the students tend to be willing to do every single activity during the teaching learning process. Meanwhile, if the students have a negative perception, they will have difficulties in doing the activity during the teaching learning process. Because of that, designing a positive perception in teaching learning process is really important in developing speaking ability. To overcome the problems so we need an approach that helps the students in developing their speaking ability. So, the researcher tries to use a culture-based approach in developing students' speaking ability.

One promising solution is the adoption of a culture-based approach in developing students' speaking ability in English teaching. This approach integrates cultural elements such as cultural texts, practices, and comparisons into language lessons to create meaningful communicative contexts. This is also consistent with the cultural diversity in Banyuwangi, which can be utilized as a valuable resource in the learning process. By engaging with authentic cultural materials, students can see how English is used in real-life social interactions, thereby enhancing their motivation and confidence to speak ([Hicham, et al. 2025](#)). Integrating culture-based approach into English language teaching has become an effective strategy for improving students' speaking skills, especially in EFL contexts. A culture-based approach emphasizes the use of learners' own cultural background as learning material, making speaking activities more meaningful, relevant, and easier to engage with. Because students discuss topics, they are already familiar with such as local traditions, customs, or regional wisdom they feel more confident, motivated, and willing to speak in English ([Rahman, et al. \(2022\)](#)). This approach also helps reduce speaking anxiety, strengthens students' cultural identity, and encourages them to communicate their cultural knowledge in English ([Oktarina, et al. \(2022\)](#)). In this sense, integrating local cultural content not only enhances speaking competence but also allows learners to preserve and promote their local culture while developing global communication skills.

Empirical studies have shown that cultural familiarity positively influences learners' speaking skills. In Indonesia, for example, [Diep et al. \(2022\)](#) found that integrating cultural topics into speaking lessons not only improved oral proficiency but also reduced students' foreign language anxiety. The findings suggest that cultural knowledge provides students with a sense of security and relevance, enabling them to speak with greater ease. Based on that study, it can be seen that a culture-based approach can have a positive impact on learning to speak, hoping it can be one that affects the students' positive perception during teaching learning process.

Recent studies in Indonesian and other Asian EFL contexts confirm that learners generally respond positively to culture-based activities. They appreciate the authenticity of cultural materials and the opportunities to connect English learning with real-world issues ([Diep et al., 2022](#)). Nevertheless, some learners also report difficulties when encountering unfamiliar cultural references, suggesting that careful scaffolding is necessary. In that research, they want to analyze based on the case study happen in EFL learners in the cultural familiarity on the speaking skill. The results revealed that the students who used culturally based instruction had better performances than the others.

Despite this growing body of evidence, limited research has specifically examined students' perceptions of culture-based approaches for developing speaking ability. While most studies focus on intercultural competence or general language skills, the unique link between culture-based learning and speaking performance requires further investigation, particularly in Indonesian higher education settings. Therefore, this study aims to explore students' perceptions of a culture-based English approach in developing their speaking ability. By examining learners' attitudes, experiences, and reflections, the research seeks to reveal whether integrating cultural elements into speaking lessons fosters confidence, reduces anxiety, and enhances fluency. The findings are expected to inform language teachers, curriculum designers, and policymakers on how to design culturally enriched speaking instruction that meets learners' needs and supports effective English communication in diverse contexts.

METHOD

This study utilized a descriptive qualitative design with a survey-based approach to explore more about students' perceptions of culture-based English as an approach to develop speaking ability. In this study, the researcher employed a qualitative descriptive method, utilizing a questionnaire and interview data. A qualitative design was chosen because it allows the researcher to obtain in-depth information regarding learners' experiences, attitudes, and opinions. At the same time, data from the interview were used to complement the questionnaire's findings ([Creswell, 2017](#)).

The participants of this study were 25 undergraduate students in one of the universities in Banyuwangi from different classes, but already joined a speaking class with the same lecturer. They are selected using a purposive sampling technique based on some criteria. The criteria in choosing the sample are (1) be an EFL student who is currently taking/ has taken a speaking course, (2) be an EFL student that already used culture-based English as an approach in learning speaking (3) agree to participate as a respondent in this study. [Etikan, et.al. \(2016\)](#) stated that purposive sampling (also called judgmental, selective, or subjective sampling) is a non-probability sampling technique in which participants or cases are selected based on certain criteria relevant to the research objectives.

In collecting the data, the researcher used questionnaires and interviews as primary data and observation as secondary data. A questionnaire was used as the main instrument to gather quantitative data about students' perception of using a culture-based English approach in develop speaking ability. The questionnaire is considered one of the most efficient tools for collecting data from a large number of participants within a short period of time (Dörnyei & Taguchi, 2018). It was designed using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5), which allowed students to express the intensity of their perceptions (Joshi et al., 2015). The interview was conducted to obtain in-depth qualitative data. Interviews are particularly useful in educational research because they allow the researcher to probe participants' thoughts, feelings, and experiences beyond what can be captured in questionnaires.

The procedures in collecting the data start with administering the questionnaire to all participants, then selecting the interviewees based on the questionnaire responses. It was selected based on the results of a questionnaire, which included students with high, moderate, and low perception. Therefore, conducting an interview, 10 to 20 minutes for each participant to give them the opportunity to express themselves freely. The questionnaire data are analyzed using a Likert scale ranging from 1 to 5 indicating the level of agreement or disagreement with the given statements. The average percentage of students' perceptions is calculated using the formula $P = F/N \times 100\%$, where P represents the percentage, F the frequency, and N the sample size. The questionnaire data were analysed using descriptive statistical techniques. The instrument employed a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to measure the level of agreement with each statement. Likert scales are commonly used to assess attitudes and perceptions because they allow respondents to express varying degrees of agreement or disagreement (Joshi et al., 2015). The students' perception scores were then analysed by computing the frequency of responses for each item. The percentage of respondents selecting each scale option was calculated using a descriptive percentage formula, expressed as: $P = F/N \times 100\%$ Where P denotes the percentage, F the frequency of responses, and N the total number of respondents.

Meanwhile, the data analysis of the interview was systematically coded, in which specific statements are analyzed and categorized into themes that reflect the phenomenon under investigation. This thematic analysis was employed to explain the conceptual constructs and systematic configurations that emerge, which align with the research questions. The procedure followed the six-phase framework proposed by Braun and Clarke (2019)'s guidelines for qualitative data analysis. First, all interview transcripts were read repeatedly to gain familiarity with the data and to note initial ideas. Second, initial codes were generated systematically across the data set, capturing meaningful features relevant to the research questions. Third, the codes were collated into potential themes by grouping similar patterns, and an initial thematic map was constructed. Fourth, the themes were reviewed to ensure coherence and alignment with the coded extracts and the entire data set; themes were refined, combined, or removed where necessary. Fifth, each theme was clearly defined and named to reflect its core meaning and contribution to answering the research questions. Finally, the findings were reported through a narrative account supported by verbatim quotations from participants, and the themes were interpreted in relation to existing literature and the conceptual framework. Throughout the process, Creswell's (2017) qualitative data analysis procedures were also embedded,

particularly in organising and preparing the data, coding and developing categories and themes, and interpreting the meaning of the themes to derive insights.

FINDINGS AND DISCUSSIONS

The research findings were obtained through questionnaires and interviews, which are presented in the findings and discussion by combining both quantitative and qualitative data. The questionnaire consisted of 20 items measured on a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. The questionnaire results were analysed using the formula $P = F/N \times 100\%$, where P represents the percentage, F the frequency, and N the total number of respondents.

Based on the questionnaire outcomes, interviews were then conducted with participants selected from groups of students with high, moderate, and low perceptions. In this study, 5 high, 5 moderate and 5 low perception of students were chosen as subject being interviewed. Each interview lasted approximately 10 to 20 minutes, allowing participants to express their views and experiences freely. The result of questionnaire can be seen Table 1.

Table 1. The Result of Questionnaires

Questions	Alternative Answer				
	1	2	3	4	5
The Culture-Based English (CBE) materials make English learning more interesting and relevant.	0%	0%	0%	32%	68%
Learning English through local culture (traditions, festivals, food, ecology) increases my motivation to practice speaking	0%	0%	0%	68%	32%
CBE materials make me feel more connected between English and real-life contexts	0%	0%	32%	37,5%	30,5%
The CBE approach helps me speak more fluently in English.	0%	0%	20%	64%	16%
The CBE activities improve my speaking accuracy (grammar, vocabulary, pronunciation).	0%	0%	12%	28%	60%
Using cultural examples makes it easier for me to express ideas in English	0%	0%	0%	52%	48%
I feel more confident speaking English when the topic is related to local culture.	0%	0%	8%	24%	68%
The use of cultural content reduces my speaking anxiety.	0%	0%	0%	72%	28%
The CBE approach makes speaking practice feel more natural and less stressful.	0%	0%	0%	40%	60%
The CBE approach prepares me to speak like a professional tour guide.	0%	0%	24%	40%	36%
I feel more capable of explaining cultural values, traditions, and etiquette in English.	0%	0%	16%	48%	36%
Through CBE, I am more ready to guide tourists using polite expressions and clear instructions.	0%	0%	0%	36%	64%
The CBE activities improve my ability to deliver information in an engaging way.	0%	0%	0%	72%	28%
Phrase banks, vocabulary lists, and examples in the CBE material help me perform better in speaking tasks.	0%	0%	0%	36%	64%
Digital features (LMS, QR codes, videos) in the CBE material support my speaking practice.	0%	0%	16%	40%	44%

The questionnaire result on the students' perception in using Culture Based English (CBE) Approach to develop speaking ability shows the positive perceptions. There result dominated in neutral, agree and strongly agree about the perception in using CBE in develop speaking ability. The 32% students agree and 68% strongly agree that they enjoy in feel

interesting and relevant in using Culture-Based English (CBE) materials in English learning. Learning speaking through local culture (traditions, festivals, food, ecology) using CBE increases students' motivation to practice speaking. It can be seen that 32% students feel neutral, 37,5% students agree and 30,5% students strongly agree with that statement.

Related with speaking fluency, the 20% students feel neutral, 64% students feel agree and 16% students feel strongly agree that CBE approach helps them speak more fluently in English. It reinforced with; 12% students feel neutral 28% students feel agree dan 60% students feel strongly agree about CBE activities improve their speaking accuracy (grammar, vocabulary, pronunciation). Then, about constructing the ideas, 52% students agree and 48% students strongly agree that CBE Using cultural examples makes it easier for them to express ideas in speaking.

Relevance with cultural content, 72% students agree and 28% students strongly agree about the use of cultural content in CBE reduce their speaking anxiety. Meanwhile, 40% agree and 60% strongly agree that CBE approach makes speaking practice feel more natural and less stressful. Therefore, 24% neutral, 40% agree and 36% strongly agree that CBE approach prepares me to speak like a professional tour guide. 16% neutral, 48% agree and 36% strongly agree that they feel more capable of explaining cultural values, traditions, and etiquette in English.

Therefore, 36% agree and 64% strongly agree that through CBE, they more ready to guide tourists using polite expressions and clear instructions. It strengthens with, 72% agree and 28% strongly agree that CBE activities improve my ability to deliver information in an engaging way. 36% agree and 64% strongly agree that phrase banks, vocabulary lists, and examples in the CBE material help me perform better in speaking tasks. Moreover, 16% neutral, 40% agree and 44% strongly agree that Digital features (LMS, QR codes, videos) in the CBE material support students' speaking practice. To sum up the result of questionnaires shows that in average almost 80% students give positive perception in Culture Based English as an Approach in develop their speaking ability. Then to find out deeper about the students' perception on CBE Approach, the researcher continues gain more information from the interviewing the students which is 3 students with high, 3 students with moderate and 3 students with low perception. The researcher just shows two answer as a sample and give explanation about all the answer to sum up the result.

Question 1. In your perception, how does the use of Culture-Based English (CBE) materials influence your motivation to practice speaking English?

Participant A: Learning through local culture makes me more motivated because the topics are familiar and meaningful to me

Participant B: (I feel excited to practice speaking when the materials include Banyuwangi traditions and festivals, since I can relate to them.)

There are ten answer from students who has high, moderate and low perception. Among ten students 8 (72%) students said that they feel motivate when practicing speaking using CBE and 3 (28%) students still confuse about the use of CBE in speaking but still feel exited. It shows that using CBE gifs new experience so they feel excited and motivated during teaching and learning process.

Question 2: Which cultural elements (such as Osing traditions, festivals, cuisine, or ecology) give you the most support in speaking practice? Why?

Participant A: Osing traditions, like Gandrung dance, are easiest to talk about because I already know the story, so I can explain it in English

Participant B: All cultural topics help me, but the level of support depends on how much prior knowledge I have.

From that answer, 9 (81%) students feel that all cultural elements help in learning speaking especially cultural tradition and food because they feel more familiar with that parts of culture so their background knowledge is richer about it and 2 (19%) is just feel difficulties what elements of culture that help them more in speaking. It shows that almost all participants agree that cultural elements give supports in speaking practice.

Question 3: How do CBE activities help you improve your fluency in speaking English? Can you give an example?

Participant A: When I talk about Osing traditions in English, I feel more fluent since I already know the content in my own language.

Participant B: I think CBE is useful, but I still need more repetition to become fluent

Based on that, 7 students (63%) agreed that Community-Based Education (CBE) activities contribute to the improvement of their fluency in speaking English. This is exemplified by Participant A, who reported feeling more fluent when discussing Osing traditions in English because the content was already familiar in their first language. Such responses highlight that prior knowledge of the subject matter facilitates smoother idea transfer and greater confidence when speaking in English. In contrast, 4 students (37%) expressed a neutral stance. For instance, Participant B acknowledged the usefulness of CBE but emphasized the need for more repetition in order to achieve fluency. This indicates that while CBE provides meaningful opportunities for language practice, some learners perceive it as insufficient on its own without additional reinforcement. Overall, the results suggest that a majority of students view CBE as an effective approach to enhancing fluency in English speaking, although a notable proportion remains cautious, recognizing the importance of continuous practice beyond classroom-based activities.

Question 4: Do you think CBE also supports your accuracy (grammar, vocabulary, pronunciation) in speaking? Please explain.

Participant A: Grammar improves because we practice structured sentences when explaining cultural activities. It also supports in develop my vocabulary and pronunciation because if we used familiar culture like Banyuwangi culture, I feel that I has familiar in the vocabulary and pronunciation used

Participant B: Sometimes accuracy improves, but I still make mistakes when I speak fast.

Based on the interview responses, 8 students (72%) expressed views similar to Participant A, indicating that CBE activities support their accuracy in speaking English, particularly in terms of grammar, vocabulary, and pronunciation. Participant A noted that practicing structured sentences when explaining cultural activities helped improve their grammar. Furthermore, by using familiar cultural topics such as Banyuwangi traditions,

students felt more comfortable with vocabulary and pronunciation, which contributed to their overall accuracy.

On the other hand, 3 students (27%) provided responses aligned with Participant B, acknowledging that while CBE sometimes helps improve accuracy, challenges remain especially when speaking quickly. This suggests that although CBE fosters improvements in language accuracy, some learners still struggle with consistent application of grammar, vocabulary, and pronunciation under time pressure. In conclusion, the findings indicate that a majority of students perceive CBE as beneficial in enhancing accuracy in English speaking, though a smaller group highlights the need for continued practice to reduce errors, particularly in spontaneous or rapid speech.

Question 5: How does learning with cultural topics affect your confidence and reduce your speaking anxiety?

Participant A: Cultural topics reduce my anxiety since I can focus on the story, not just the grammar. Moreover, When I talk about local festivals, I feel proud and this makes me less nervous in speaking English.

Participant B: Sometimes I feel more confident, but if the vocabulary is difficult, I still get nervous.

Based on the responses, 7 students (63%) expressed opinions similar to Participant A, stating that learning through cultural topics increases their confidence and reduces speaking anxiety. As Participant A explained, cultural topics allow learners to focus more on the narrative rather than solely on grammar. Furthermore, discussing familiar subjects such as local festivals evoke a sense of pride, which helps reduce nervousness when speaking English. This suggests that cultural relevance not only supports language learning but also fosters emotional comfort and motivation. Meanwhile, 4 students (36%) shared perspectives closer to Participant B, acknowledging that cultural topics can sometimes boost confidence but that difficulties arise when encountering unfamiliar vocabulary. In such cases, anxiety persists, particularly when students feel unprepared to handle challenging words or expressions. Overall, the findings indicate that the majority of students perceive cultural topics as effective in reducing anxiety and enhancing confidence in speaking English. However, a notable proportion of learners still experience nervousness when facing linguistic challenges, especially with less familiar vocabulary.

Question 6: Overall, to what extent do you perceive the CBE approach as effective in developing your speaking ability?

Participant A: Overall, I think CBE is very effective since I can practice English with familiar cultural content, which motivates me more.

Participant B: It is quite effective, but sometimes it depends on the topic of the culture and the activity

Based on the responses, 9 students (81%) expressed opinions similar to participant A, indicating that they view CBE as highly effective because it allows them to practice English through familiar cultural content. This familiarity not only facilitates comprehension but also enhances motivation, as students feel more engaged when learning materials are connected to their own cultural background. In contrast, 3 students (19%) shared views closer to participant B, suggesting that while CBE is generally effective, its impact depends on the specific cultural

topic and activity. For these students, certain topics may be more accessible and motivating than others, meaning that the effectiveness of CBE can vary according to the learning context. Overall, the findings demonstrate that the majority of students consider CBE a very effective approach for language learning, primarily due to its cultural relevance and motivational value. However, a smaller group of students highlights that the degree of effectiveness may fluctuate depending on the cultural themes and classroom activities used.

Question 7: What suggestions or improvements would you recommend to make CBE materials more effective in supporting students' speaking development?

Participant A: Add more audio or video materials to improve pronunciation and intonation

Participant B: Provide more role-play or simulation activities, so we can practice real-life speaking situations.

Based on the responses, 9 students (81%) expressed suggestions similar to participant A, emphasizing the importance of adding more audio and video materials to CBE activities. They believe that such resources would help improve their pronunciation and intonation by providing authentic models of spoken English. This indicates that many students value exposure to audiovisual input as a way to enhance both accuracy and fluency in speaking. Meanwhile, 2 students (19%) shared ideas closer to participant B, recommending the inclusion of more role-play or simulation activities. These students highlighted the need for practicing real-life speaking situations, which they see as beneficial for developing confidence and communicative competence. Overall, the findings suggest that the majority of students prioritize multimedia resources for improving pronunciation and intonation, while a smaller group emphasizes interactive practice through role-play and simulations. Both perspectives point to the need for diverse materials and activities to maximize the effectiveness of CBE in supporting speaking development.

The seventh question that was already answered by eleven students gathered all information about the use of the Culture-Based English (CBE) Approach in developing speaking ability. Based on the respondent in answering the seven questions, it can be clarified that students' perceptions of the Culture-Based English (CBE) approach are largely positive, as most students felt more motivated, confident, fluent, and accurate when speaking in English through familiar cultural topics. They give their opinion based on every aspect that the researcher needs by giving some questions which focus on their first impression in using culture-based English approach, second, the impact of using culture-based English in the aspects of ideas, vocabulary, grammar, pronunciation, and spelling. The average student's response stated that 73,2% of students have a good perception of the Culture-Based English (CBE) Approach used in speaking, then 26,8% is neutral.

The findings of this study indicate that students hold highly positive perceptions toward the implementation of the Culture-Based English (CBE) approach in developing their speaking abilities. Both quantitative and qualitative data reveal that CBE substantially enhances learners' motivation, fluency, accuracy, confidence, and intercultural communicative competence. These outcomes collectively support the notion that language learning becomes more meaningful and effective when it is situated within learners' cultural contexts (Hicham et al., 2025; Oktarina et al., 2022).

First, students demonstrated increased motivation and engagement when interacting with CBE materials. The majority of respondents agreed that learning English through culturally relevant topics was enjoyable, interesting, and meaningful. This finding corroborates the principles of culturally responsive pedagogy, suggesting that when instructional materials reflect learners' sociocultural realities, they foster greater intrinsic motivation and a stronger emotional connection to learning (Rahman et al., 2022; Derakhshan et al., 2016). Similarly, Chen and Hwang (2022) emphasize that learning within authentic and familiar contexts enhances students' motivation and reduces disengagement. In the present study, students expressed enthusiasm because cultural materials not only reflected their lived experiences but also invoked emotional resonance, which facilitated deeper cognitive processing and more sustained language acquisition.

In terms of fluency and accuracy, students reported significant improvement when practicing speaking through cultural themes. Approximately 80% of participants perceived that CBE supported smoother and more accurate speech production. This can be attributed to the familiarity of cultural topics, which reduces cognitive load and allows students to focus more on linguistic formulation rather than content generation. This observation aligns with Bui and Huang (2018), who found that content familiarity and contextualized input contribute to enhanced fluency and linguistic performance. The finding is also consistent with Krashen's Input Hypothesis, suggesting that meaningful, comprehensible input accelerates internalization of linguistic forms. Moreover, the requirement to explain cultural practices encouraged students to employ precise vocabulary and expressions, which strengthened grammatical control and pronunciation accuracy findings that echo Derakhshan et al. (2016) and Newton and Nation (2020), who stress that structured communicative tasks foster simultaneous development of fluency and accuracy. However, as some students noted, fluency gains require repeated practice and timely feedback, implying that sustained exposure is vital for long-term oral proficiency.

Concerning confidence and anxiety, the findings highlight that CBE effectively lowers affective barriers in speaking performance. Students felt more comfortable and confident when discussing cultural topics familiar to them, and many reported reduced anxieties when they could express their own cultural experiences. This aligns with Krashen's Affective Filter Hypothesis and is further supported by Diep et al. (2022) and Chen and Hwang (2022), who found that culturally grounded instruction decreases foreign language anxiety while enhancing self-assurance in oral communication. In this study, cultural familiarity not only reduced the psychological distance between students and the target language but also reinforced positive self-concept and pride in local identity. Nonetheless, some learners still experienced anxiety due to limited lexical knowledge, implying that vocabulary enrichment remains a crucial element for sustaining confidence and communicative fluency (Abrar, et al. 2022).

Another salient outcome concerns the perceived real-life relevance of the CBE approach. Students strongly agreed that learning through CBE equipped them with the linguistic and pragmatic competence required to communicate with tourists, especially in culturally rich regions like Banyuwangi. This finding resonates with the framework of intercultural communicative competence (ICC), which underscores the ability to engage effectively across cultural boundaries (Hicham et al., 2025; Sun, 2014). The inclusion of digital learning features such as videos, QR codes, and LMS-based tasks was also perceived as

beneficial in promoting learner autonomy and exposure to authentic models of English interaction. This observation reflects the arguments of [Yaraghi and Shafiee \(2018\)](#) and [Harmer \(2007\)](#), who assert that learner autonomy and communicative engagement are essential in communicative language teaching (CLT) environments.

Regarding the overall effectiveness of CBE, 81% of students rated the approach as highly effective in improving their speaking skills. Students appreciated the contextual nature of CBE activities, which mirrored real-life communication scenarios. However, a minority of respondents suggested that the degree of effectiveness varied depending on the selected cultural themes and classroom strategies. This insight highlights the need for instructors to curate cultural content carefully and adopt diverse pedagogical methods to accommodate students' proficiency levels and learning preferences ([Oktarina et al., 2022](#)). It also reinforces that no single cultural topic universally stimulates motivation or cognitive engagement, and thus instructional differentiation remains necessary.

Finally, students proposed improvements such as the inclusion of more audiovisual resources and interactive speaking tasks. These suggestions reflect their awareness of the importance of authentic pronunciation models and experiential learning opportunities. The call for additional role-play and simulation activities aligns with the communicative principles advocated by [Harmer \(2007\)](#) and [Newton and Nation \(2020\)](#), emphasizing meaningful interaction and learner-centered communication practice.

Taken together, these findings substantiate that integrating cultural content into English instruction fosters not only linguistic proficiency but also motivation, confidence, and a sense of cultural identity. The CBE approach, therefore, can be seen as a holistic and contextually grounded pedagogy that aligns with the goals of communicative and intercultural competence. However, to optimize its implementation, teachers should balance cultural familiarity with linguistic challenge, employ multimodal instructional media, and continuously adapt content to learners' evolving needs. Such a balanced integration ensures that CBE remains both pedagogically effective and culturally empowering for English learners in multicultural and tourism-oriented contexts.

CONCLUSION

This study concludes that the Culture-Based English (CBE) approach has a positive impact on students' speaking development, as it enhances motivation, confidence, fluency, and accuracy by linking English learning with familiar cultural topics. CBE also helps reduce anxiety and makes speaking activities more meaningful and relevant to students' real-life cultural experiences. However, the study has limitations, as it focuses only on students' self-reported perceptions within a specific cultural context, and some students still faced challenges with difficult vocabulary and fast-paced activities. Therefore, while CBE is a promising approach, its effectiveness may vary, and further research involving wider contexts and performance-based evidence is needed to gain a more comprehensive understanding of its impact on speaking skills.

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