

DESIGNING REFLECTIVE AND CULTURALLY-INTEGRATED ENGLISH TEXTBOOKS TO FOSTER EFL STUDENTS' SPEAKING SKILLS

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Abstrak - Penelitian ini bertujuan untuk merancang dan mengimplementasikan buku ajar Bahasa Inggris yang bersifat reflektif dan terintegrasi dengan nilai-nilai budaya Piil Pesenggiri guna meningkatkan keterampilan berbicara mahasiswa EFL. Penelitian ini menggunakan dua tahap uji coba, yaitu uji terbatas ($n = 9$) dan uji skala luas ($n = 24$), untuk menguji efektivitas dan kelayakan buku yang dikembangkan. Hasil validasi para ahli menunjukkan tingkat kelayakan yang tinggi, dengan rata-rata skor 4,5 pada aspek kualitas materi, 4,2 pada relevansi budaya, 4,7 pada pendekatan reflektif, 4,3 pada struktur dan penyajian, serta 4,4 pada keterbacaan teks dalam skala Likert 5. Penilaian dari mahasiswa dan dosen juga memperlihatkan tingkat kepraktisan dan relevansi yang baik, dengan persentase antara 77% hingga 92% pada aspek kejelasan, sistematika penyajian, integrasi budaya, dan kontribusi terhadap peningkatan keterampilan berbicara. Hasil perbandingan pre-test dan post-test menunjukkan peningkatan signifikan: kelancaran berbicara meningkat sebesar 26,7%, kejelasan artikulasi dan intonasi sebesar 25,4%, koherensi argumen sebesar 32,0%, kemampuan refleksi dalam berbicara sebesar 45,2%, serta integrasi nilai-nilai budaya sebesar 48,0%. Temuan ini menegaskan bahwa buku ajar yang dirancang secara reflektif dan berbasis budaya lokal tidak hanya memperkuat kompetensi linguistik, tetapi juga menumbuhkan kepercayaan diri, kesadaran reflektif, dan identitas budaya mahasiswa. Penelitian ini memberikan kontribusi penting bagi pengembangan pengajaran Bahasa Inggris berbasis refleksi dan budaya, inovasi kurikulum, serta upaya kontekstualisasi pembelajaran yang selaras dengan karakter bangsa. Penelitian lanjutan disarankan untuk memperluas penerapan model buku ajar ini di berbagai konteks pendidikan dan meneliti dampak jangka panjangnya terhadap kompetensi komunikatif dan pembentukan karakter mahasiswa.

Kata kunci: Buku Ajar Reflektif, Keterampilan Berbicara, Piil Pesenggiri, Integrasi Budaya, Pengajaran Bahasa Inggris, Inovasi Kurikulum.

Abstract - This study aims to design and implement reflective and culturally integrated English textbooks grounded in the Piil Pesenggiri values to foster EFL students' speaking skills. The research involved two implementation phases: a limited trial ($n = 9$) and a large-scale trial ($n = 24$) to assess the textbook's effectiveness and feasibility. Expert validation revealed high quality across all dimensions, with mean scores of 4.5 for material quality, 4.2 for cultural relevance, 4.7 for the reflective approach, 4.3 for structure and presentation, and 4.4 for text readability on a 5-point Likert scale. Student and lecturer assessments further confirmed the textbook's practicality and relevance, yielding ratings between 77% and 92% for clarity, structural coherence, cultural integration, and contribution to speaking improvement. Comparative analysis between pre- and post-tests demonstrated significant gains: fluency increased by 26.7%, articulation and intonation clarity by 25.4%, argument coherence by 32.0%, reflective application by 45.2%, and cultural value integration by 48.0%. These results confirm that a reflective and culturally grounded textbook not only enhances linguistic performance but also builds students' confidence, reflective awareness, and cultural identity. The study contributes to reflective and culture-based English language pedagogy, curriculum innovation, and the integration of local wisdom into communicative learning. Future research is recommended to extend the application of this reflective textbook model across broader educational contexts and to examine its long-term impact on students' communicative competence and character development.

Keywords: Reflective Textbook, Speaking Proficiency, Piil Pesenggiri, Cultural Integration, English Language Teaching, Curriculum Innovation.

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1. INTRODUCTION

In today's globalized education landscape, learners are expected to master a comprehensive range of 21st-century competencies, encompassing not only linguistic proficiency but also critical thinking, creativity, collaboration, and intercultural awareness. The ongoing evolution of the Indonesian curriculum reflects these educational demands. The transition from the 2013 Curriculum which emphasized spiritual, social, cognitive, and psychomotor domains toward the Merdeka Curriculum represents a paradigm shift from rote learning to the cultivation of autonomous, reflective, and character-driven learners (Citra Kurniawan, 2021; Zusniarni et al., 2024). This reorientation underscores the need for students to develop reflective and culturally grounded communication skills, particularly in English language learning, which serves as both a global and intercultural medium (Rahmadayanti & Hartoyo, 2022; Hasan et al., 2021).

Within the context of English as a Foreign Language (EFL), speaking is widely recognized as a core communicative skill essential for academic success, professional engagement, and intercultural interaction. At the English Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Pringsewu, Lampung, speaking courses play a crucial role in preparing future educators who can express ideas clearly, coherently, and reflectively in accordance with the Pancasila Student Profile. However, classroom observations and lecturer interviews indicate several persistent challenges. Many students exhibit low self-confidence, limited ability to organize ideas coherently, and a lack of reflective engagement in their oral communication. Survey data from 24 students revealed that 68% experienced public-speaking anxiety, while 74% struggled with structuring their thoughts logically. These findings suggest that current instructional practices overly emphasize grammatical accuracy and fluency, neglecting reflective practice and the integration of cultural and moral dimensions in speaking instruction (Shi et al., 2024; Mahesti et al., 2025).

To address these pedagogical gaps, the integration of reflective pedagogy and local wisdom—particularly the Lampung philosophy of *Piil Pesenggiri*—offers a promising instructional framework. *Piil Pesenggiri* embodies four core values: *nemui nyimah* (hospitality and respect), *nengah nyappur* (openness and inclusivity), *sakai sambayan* (mutual cooperation), and *juluk adok* (dignity and good reputation). When integrated into EFL learning materials, these values not only foster linguistic and communicative competence but also strengthen students' moral and intercultural awareness. Previous studies have demonstrated that contextualized instructional materials incorporating *Piil Pesenggiri* principles are valid, practical, and effective in promoting meaningful and culturally responsive learning (Fakhrurozi & Puspita, 2021; Ratnaningsih, 2019).

Accordingly, this study focuses on the design and development of a reflective-based English speaking textbook that embeds the cultural essence of *Piil Pesenggiri*. The proposed textbook aims to enhance EFL students' speaking proficiency, reflective thinking, and cultural sensitivity through systematically designed tasks emphasizing preparation, performance, reflection, and refinement. This design ensures that students not only improve their linguistic skills but also engage in deep, self-directed reflection on their communicative practices within both local and global cultural contexts.

This research responds to a notable gap in existing English textbooks, which often lack representation of local cultural wisdom and fail to promote reflective engagement in

communication. The absence of culturally relevant materials limits learners' opportunities for authentic interaction and burdens instructors with the task of independently developing supplemental content. By embedding reflective pedagogy and Piil Pesenggiri values into the structure of a speaking textbook, this study seeks to produce an innovative and contextually grounded learning resource. The novelty of this research lies in positioning reflection as the pedagogical foundation of speaking instruction—where each activity guides students through cycles of introspection, feedback, and refinement—while being firmly rooted in local cultural identity. Such integration enhances not only the pedagogical effectiveness of the textbook but also its cultural authenticity, ensuring its relevance for EFL higher education and contributing to the development of globally competent yet culturally rooted speakers of English.

2. METHOD

2.1 Research Design

This study employed a Research and Development (R&D) approach using the ADDIE model, which This study adopted a Research and Development (R&D) methodology, applying the ADDIE instructional design model which includes five systematic phases: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2021; Branch, 2009; Fraenkel et al., 2014). This model was selected due to its adaptability and iterative nature, allowing for continuous refinement at each stage to ensure that the textbook developed is pedagogically robust, contextually relevant, and effectively aligned with the goals of reflective and culturally responsive language instruction. The ADDIE framework also enables a comprehensive process from identifying learners' needs to evaluating the effectiveness of the final product making it particularly suitable for developing instructional materials that aim to enhance EFL learners' speaking proficiency while embedding cultural values.

2.2 Research Subjects

The participants of this study were students of the English Education Study Program at the Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Pringsewu, Lampung. The selection of this group was based on preliminary findings showing that students' speaking proficiency remained relatively low, particularly in terms of confidence, coherence, and reflective awareness. Given that speaking ability constitutes a fundamental competence in the training of future English teachers, this population was deemed appropriate for testing the effectiveness of the reflective and culturally-integrated speaking textbook. The choice also reflects the program's commitment to nurturing prospective educators who are linguistically competent and culturally grounded in the values of Piil Pesenggiri, the Lampung philosophy of life.

2.3 Validation

To ensure the validity and quality of the developed textbook, a panel of six experts was involved in the validation stage. The validators included two specialists in English language education, two experts in Lampung cultural studies, and two lecturers responsible for teaching speaking courses within the program. Additionally, a limited field trial was conducted with nine students representing the target user group to obtain feedback on practicality and user engagement. The validation process employed a structured evaluation instrument assessing five major aspects:

- 1) Material relevance and accuracy,
- 2) Integration of local cultural values,
- 3) Reflective learning approach,

- 4) Organization and presentation structure, and
- 5) Language clarity and readability.

Each criterion was rated using a five-point Likert scale (1 = very poor, 5 = very good) to ensure consistent and measurable evaluation (Robinson, 2024). The validation feedback served as the basis for revision and refinement of the textbook prior to broader implementation.

2.4 Data Collection

Data were gathered using multiple techniques, tailored to the research questions. Observations and interviews were conducted to identify the needs of students and lecturers regarding reflective and culturally integrated speaking books (Gill & Baillie, 2018; Kvale, 2021). Expert validation sheets and draft book reviews were used to evaluate the development process (Lee et al., 2022). Finally, pre-tests and post-tests were administered using speaking assessments and rubrics to measure the practicality of the developed book in improving students' speaking competence (Lasso Rosero, 2019).

2.5 Data Analysis

Both qualitative and quantitative approaches were employed in the analysis. Qualitative data derived from observations, interviews, and documentation were analyzed descriptively to capture patterns related to students' engagement, cultural understanding, and reflective speaking development (Patton, 2020; Neuman, 2019). Quantitative data, particularly from pre-test and post-test results, were analyzed using descriptive statistics and paired t-tests to identify significant improvements in students' speaking skills after the book implementation (Creswell & Poth, 2018). Integrating both analytical strands enabled a comprehensive interpretation of how the reflective and culturally-integrated textbook influenced students' speaking proficiency, intercultural understanding, and reflective communication practices within the EFL context.

3. RESULT AND DISCUSSION

3.1 Result

The development of the reflective and culturally-integrated English textbook designed to enhance EFL students' speaking competence was conducted through the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), ensuring a structured and systematic instructional design process. Data supporting the development process were obtained from document analysis and expert validation involving specialists in language education, cultural studies, and subject lecturers. The analysis phase focused on identifying the needs of lecturers and students through observations and interviews, followed by a comprehensive review of existing books, current research, and national education policies. The results emphasized the importance of reflective learning in speaking instruction, the integration of *Piil Pesenggiri* values in education, and culture-based teaching approaches. Findings indicated the necessity for developing speaking books that not only build communicative competence but also foster reflective thinking, strengthen students' confidence, prepare them for professional demands, and cultivate positive character traits in alignment with their social and cultural context. Within the English Education Study Program at FKIP Universitas Muhammadiyah Pringsewu, Lampung, speaking is a compulsory course that emphasizes communicative competence and professional readiness. The expected learning outcomes highlight not only mastery of technical aspects of speech production (fluency, pronunciation, accuracy) but also the ability to engage in reflective practices and design contextually relevant communication rooted in local cultural values.

Table 1. Observation Results of Students in Speaking Learning

Observation Indicators	Percentage of Students (%)
Experiencing difficulties in reflecting on their speaking performance	68%
More focused on technical aspects of speaking (fluency and accuracy) rather than reflection and substance	62%
Ability to connect speaking practice with <i>Piil Pesenggiri</i> values	35%
Struggling to formulate and organize arguments in a systematic manner	72%
Demonstrating low confidence when performing public speaking	66%

The results in Table 1 reveal that a majority of students (68%) had difficulty reflecting on their own speaking performance, indicating limited engagement in metacognitive and reflective processes. About 62% were overly focused on technical fluency and accuracy, neglecting the deeper meaning and reflective substance of communication. Only 35% managed to connect their speaking practices with the local cultural philosophy of *Piil Pesenggiri*, suggesting a lack of cultural contextualization in current materials. Furthermore, 72% struggled with logical argumentation and organization, while 66% exhibited low self-confidence during oral tasks. These patterns demonstrate a strong need for reflective, culture-based learning resources that empower students to express themselves confidently and meaningfully within both academic and cultural contexts.

Table 2. Interview Findings on the Need for Reflective and Culture-Based Speaking Materials

No	Interview Indicators	Percentage of Students (%)
1	Expressing the need for books designed with a reflective approach	82%
2	Stating that they seldom receive learning materials based on local cultural values	72%
3	Indicating a lack of confidence in delivering speeches or presentations in formal settings	65%

As shown in Table 2, 82% of students expressed a strong desire for speaking materials built on a reflective approach, highlighting the perceived gap in current instructional resources that prioritize mechanics over reflection. Additionally, 72% noted the absence of local cultural integration, reflecting the urgency to develop culturally responsive English materials. A further 65% reported low confidence in formal communication, emphasizing the need for materials that foster self-assurance and identity-based expression. These insights collectively confirm the relevance of creating a reflective and culturally grounded textbook to strengthen both linguistic proficiency and personal growth among EFL learners.

During the development phase, the instructional content that had been designed was further elaborated into a more structured and systematic book. At this stage, the draft book underwent validation by a panel of six experts, comprising two language education specialists, two local culture experts, and two lecturers responsible for teaching speaking courses. The validation process aimed to ensure that the book aligned with the National Education Standards Board (BSNP), effectively applied the reflective approach, and

appropriately integrated *Piil Pesengiri* values within speaking instruction. To facilitate this process, an evaluation instrument in the form of a checklist was utilized, which encompassed five key criteria: quality of material, cultural relevance, application of the reflective approach, organization and presentation, and readability of the text. Each aspect was rated using a five-point Likert scale (1 = very poor, 5 = excellent). The results of the expert evaluations are summarized in Table 3.

Table 3. Expert Validation Results

No	Validation Aspects	LEE1	LEE2	LCE1	LCE2	LSC1	LSC2	Average Score (Scale 1–5)
1	Material Quality	4.4	4.6	4.2	4.3	4.5	4.4	4.4
2	Cultural Relevance	4.3	4.0	4.4	4.2	4.1	4.0	4.2
3	Reflective Approach	4.7	4.6	4.5	4.4	4.6	4.6	4.6
4	Structure and Presentation	4.2	4.1	4.0	3.9	4.3	4.4	4.2
5	Text Readability	4.4	4.2	4.3	4.1	4.2	4.4	4.3

The expert validation results demonstrate that the developed textbook achieved high-quality standards across all assessed dimensions. The strongest aspect was the reflective learning design ($M = 4.6$), indicating that the materials effectively facilitate critical self-assessment and reflective communication. Content quality ($M = 4.4$) and cultural relevance ($M = 4.2$) were also rated highly, confirming the successful integration of *Piil Pesengiri* principles in alignment with the BSNP standards. The book's structure and readability received averages of 4.2 and 4.3, showing that the content is well-organized and linguistically accessible for undergraduate EFL learners. Overall, the book was considered pedagogically valid and ready for implementation. The results of the student evaluation are presented in Table 4.

Table 4. Results of Book Implementation Evaluation

No	Evaluation Indicators	Percentage of Students (%)
1	The reflective approach effectively supports students in assessing and improving their speaking performance	83%
2	Students are able to link local cultural values (<i>Piil Pesengiri</i>) with academic speaking practices	71%
3	The book fosters greater confidence in delivering ideas during classroom interactions	80%
4	The content is clear, accessible, and practical for learning use	87%
5	Reflective activities included in the book contribute positively to the development of speaking competence	79%

The results of the book implementation evaluation indicate that the developed material provides significant benefits for students in improving their speaking abilities. A majority of students (83%) stated that the reflective approach embedded in the book effectively helps them assess and enhance their speaking performance. Furthermore, 71% of students were able to connect local cultural values, specifically *Piil Pesengiri*, with academic speaking practices, showing that the integration of local wisdom into the learning process fosters cultural awareness alongside language proficiency. The book also contributes to building students' self-confidence, with 80% reporting greater assurance in delivering their ideas during classroom discussions and presentations. In addition, the clarity, accessibility, and practicality of the book content were positively highlighted by 87% of students, suggesting that the material is user-friendly and well-structured for learning needs. Finally, 79% of

students acknowledged that the reflective activities provided in the book significantly supported the development of their speaking competence. These findings affirm that the combination of a reflective approach and local wisdom integration not only strengthens linguistic skills but also enhances students' confidence and cultural values in the context of speaking learning.

Table 5. Results of Book Implementation Evaluation

No	Evaluation Aspects	Students (%)	Lecturers (%)
1	The reflective approach effectively supports self-assessment	82%	87%
2	The book content is clear, easy to follow, and practical	88%	92%
3	The integration of cultural values is relevant to daily contexts	77%	82%
4	The structure and organization of the material are systematic	80%	85%
5	The book contributes to the improvement of speaking competence	84%	89%

As shown in Table 5, both students and lecturers provided favorable assessments. Lecturers particularly valued the clarity and usability of the textbook (92%), while both groups agreed that the reflective approach promoted active self-assessment and continuous improvement. The integration of cultural values was deemed contextually meaningful (77–82%), emphasizing the connection between English communication and cultural identity. Importantly, 84% of students and 89% of lecturers recognized that the textbook substantially improved speaking competence, affirming its pedagogical contribution to EFL education.

Table 6. Comparison of Pre-Test and Post-Test Scores in Limited and Large-Scale Trials

No	Speaking Skills Indicator	Pre-Test Mean Score (Limited Trial, n=9)	Post-Test Mean Score (Limited Trial, n=9)	Increase (%)	Pre-Test Mean Score (Large-Scale Trial, n=24)	Post-Test Mean Score (Large-Scale Trial, n=24)	Increase (%)
1	Fluency in expression	64.8	79.1	22.0%	63.9	81.0	26.7%
2	Clarity in articulation and intonation	66.9	81.2	21.4%	65.7	82.4	25.4%
3	Logical structure and coherence of arguments	61.7	78.2	26.7%	60.9	80.4	32.0%
4	Application of reflection in speaking	59.5	82.3	38.3%	57.9	84.1	45.2%
5	Integration of cultural values (<i>Piil Pesengiri</i>) in communication	57.8	80.4	39.0%	56.4	83.5	48.0%

The pre-test and post-test comparison (Table 6) demonstrates significant improvement across all dimensions of speaking competence. The largest gains were recorded in reflective application (up to 45.2%) and cultural integration (up to 48.0%), confirming the transformative effect of the reflective-cultural framework. Students also exhibited notable

progress in fluency, clarity, and coherence, reinforcing the textbook's capacity to develop both linguistic performance and reflective depth. Collectively, these results validate that the reflective and culturally-integrated textbook effectively enhances EFL students' speaking proficiency, confidence, and intercultural awareness.

3.2 Discussion

The findings of this research reveal that the reflective and culturally integrated English textbook designed in this study anchored in the values of *Piil Pesenggiri* significantly enhanced students' speaking proficiency and communicative competence. The improvement was evident across all key speaking indicators in both the limited and large-scale trials. For example, students' fluency increased by 22.0% in the limited trial and 26.7% in the large-scale trial; articulation and intonation clarity improved by 21.4% and 25.4%, respectively. The most substantial gains were observed in reflective engagement in speaking (38.3% in the limited trial; 45.2% in the large-scale trial) and the ability to incorporate *Piil Pesenggiri* principles into oral communication (39.0% in the limited trial; 48.0% in the large-scale trial). These results demonstrate that integrating reflective pedagogy with local cultural values not only strengthens linguistic performance but also enriches students' cognitive, affective, and sociocultural dimensions of learning.

This outcome is consistent with previous research emphasizing that reflective practice cultivates critical thinking, self-evaluation, and learner autonomy in language education (Rahmawati, 2022; Sari & Wardhani, 2020). Through reflective processes, learners become more aware of their speaking progress, recognize weaknesses, and adopt strategies for improvement. Similarly, embedding local cultural values aligns with the concept of contextualized learning, where educational content is tied to learners' social and cultural realities (Gay, 2018; Kurniawan et al., 2024; Wahyuni et al., 2024). Within this framework, *Piil Pesenggiri* which emphasizes dignity (*juluk adok*), respect (*nemui nyimah*), inclusivity (*nengah nyappur*), and cooperation (*sakai sambayan*) acts as a pedagogical foundation that reinforces students' confidence, moral awareness, and intercultural sensitivity in communication.

From an educational perspective, this study contributes significantly to the domain of character-based language instruction. First, reflective tasks embedded within the textbook nurtured honesty, responsibility, and self-discipline, as students engaged in continuous self-assessment and critical evaluation. Second, the integration of *Piil Pesenggiri* instilled cultural pride, empathy, and solidarity, fostering intercultural competence and respect for diversity. Third, enhanced confidence in speaking signified the development of courage, perseverance, and dignity, aligning with the goals of holistic character education. These outcomes resonate with the Indonesian National Education Vision, which emphasizes the balance between academic mastery, moral development, and social responsibility (Kemendikbud, 2017).

For educators, these findings affirm that reflective and culturally contextualized textbooks are powerful instructional resources that merge language skill development with value-based learning. This reinforces the idea that effective English language teaching should not solely target linguistic accuracy or fluency, but also shape learners' ethical awareness, empathy, and reflective judgment. For curriculum developers, the study highlights the urgency of embedding local wisdom in learning materials to make education more relevant, authentic, and transformative, as reflected in Indonesia's national agenda for character strengthening (Sakti et al., 2024; Suprpto et al., 2021).

In summary, this research confirms that the design of reflective and culturally integrated English textbooks provides a comprehensive educational approach. It not only improves EFL students' speaking abilities but also cultivates moral values, cultural awareness, and reflective learning habits. Such integration reinforces the dual role of language education as a cognitive process of skill acquisition and as a moral process of self-development preparing learners to become competent, ethical, and culturally grounded communicators in a globalized world.

4. CONCLUSION

The findings of this study indicate that the design and application of a reflective and culturally integrated English textbook, rooted in the *Piil Pesenggiri* philosophy, have made a significant contribution to enhancing students' EFL speaking competence. Students showed notable progress not only in fluency, articulation, and coherence but also in confidence and the ability to express cultural values through spoken communication. The reflective approach encouraged learners to analyze and assess their own performance, develop critical and metacognitive awareness, and construct meaningful learning experiences. Meanwhile, the integration of *Piil Pesenggiri* emphasizing dignity (*juluk adok*), respect (*nemui nyimah*), inclusivity (*nengah nyappur*), and cooperation (*sakai sambayan*) strengthened students' cultural identity and character formation, resulting in a more holistic, contextualized, and value-oriented learning process.

The outcomes of this research hold significant pedagogical implications. For students, the reflective, culture-based textbook serves as an effective medium to improve oral communication skills while simultaneously nurturing values such as responsibility, empathy, and cultural sensitivity. For lecturers, it functions as a pedagogical innovation that facilitates interactive and meaningful instruction, expanding the focus of English teaching from mere linguistic accuracy toward character and moral development. For curriculum developers, the successful integration of cultural wisdom underscores the necessity of contextualized and culturally grounded learning materials that not only align with Indonesia's national education vision but also prepare learners to navigate global communication with local values. From a research and development perspective, this study reinforces the potential of reflective and culture-based pedagogies to enrich language education and other disciplines by promoting academically rigorous and ethically grounded learning.

Drawing from these findings, several recommendations are proposed for future studies and pedagogical practice. Further research could examine the implementation of reflective and culturally integrated textbooks across various educational levels and regional contexts, broadening the impact of multicultural and value-based education. Longitudinal investigations are also recommended to explore the sustained influence of reflective learning on students' speaking proficiency, critical thinking, and character growth. In addition, transforming the textbook into digital and interactive formats could enhance its accessibility, engagement, and adaptability in blended and online learning environments. Such developments would ensure that reflective and culturally responsive English education continues to evolve in step with the demands of 21st-century learning, fostering EFL students who are competent communicators, reflective thinkers, and culturally grounded global citizens.

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