

PANTUN-BASED CASE LEARNING IN CONTEXTUALISED EFL SPEAKING

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ABSTRACT

Speaking is still one of the most difficult skills in English as a foreign language (EFL) classrooms, as students usually have problems with expressing their ideas confidently and taking active part in oral interaction. Even though communicative learning and culture-based pedagogy have been discussed separately in previous studies, there is a lack of studies on the use of pantun in a case-based learning (CBL) setting in EFL speaking instruction. Thus, this research is aimed at analyzing the implementation of CBL based on Pantun and investigating students' perceptions toward the learning process. This research was conducted by using a qualitative descriptive approach to 40 students of grade eight at SMP Muhammadiyah 1 Sidoarjo, Indonesia. A classroom observation was used to collect data; semi-structured interviews were conducted and thematically analyzed. The findings indicated three major themes: engagement and collaborative interaction, development of speaking through linguistic scaffolding, and linguistic challenges and meaning negotiation. Contextualized case scenarios and collaborative pantun construction were used to encourage students to be active in speaking activities. Generally, students were positive in their perceptions of the activities, as they were perceived as relatively more interactive and conducive to speaking participation. Furthermore, pantun was a linguistic scaffold that assisted students in more systematically organizing spoken expressions. The current study concludes that CBL based pantun has the potential to support communicative participation and culturally contextualized speaking instruction in EFL classrooms.

Keywords: pantun, EFL, case-based learning (CBL), speaking skills, local wisdom

ABSTRAK

Berbicara masih menjadi salah satu keterampilan yang paling sulit dalam kelas Bahasa Inggris sebagai Bahasa Asing (EFL), karena siswa biasanya menghadapi hambatan dalam mengekspresikan ide secara percaya diri dan berpartisipasi aktif dalam interaksi lisan. Meskipun pembelajaran komunikatif dan pedagogi berbasis budaya telah dibahas secara terpisah dalam penelitian-penelitian terdahulu, masih terdapat keterbatasan studi mengenai penggunaan pantun dalam konteks Pembelajaran Berbasis Kasus (CBL) pada pengajaran berbicara EFL. Oleh karena itu, penelitian ini bertujuan untuk menganalisis penerapan CBL berbasis pantun dan menyelidiki persepsi siswa terhadap proses pembelajaran tersebut. Penelitian ini menggunakan pendekatan deskriptif kualitatif terhadap 40 siswa kelas delapan di SMP Muhammadiyah 1 Sidoarjo, Indonesia. Data dikumpulkan melalui observasi

kelas, serta wawancara semi-terstruktur yang kemudian dianalisis secara tematik. Temuan penelitian menunjukkan tiga tema utama: keterlibatan dan interaksi kolaboratif, pengembangan kemampuan berbicara melalui perancah linguistik (linguistic scaffolding), serta tantangan linguistik dan negosiasi makna. Skenario kasus yang dikontekstualisasikan dan penyusunan pantun secara kolaboratif digunakan untuk mendorong siswa agar lebih aktif dalam kegiatan berbicara. Secara umum, siswa menunjukkan persepsi positif terhadap kegiatan tersebut karena dinilai lebih interaktif dan kondusif bagi partisipasi berbicara. Selain itu, pantun berfungsi sebagai perancah linguistik yang membantu siswa mengorganisasikan ungkapan lisan secara lebih sistematis. Penelitian ini menyimpulkan bahwa CBL berbasis pantun memiliki potensi untuk mendukung partisipasi komunikatif dan pengajaran berbicara yang dikontekstualisasikan secara budaya di kelas-kelas EFL.

Kata Kunci: pantun, EFL, pembelajaran berbasis kasus (CBL), keterampilan berbicara, kearifan lokal

A. Introduction

. Speaking is one of the most important abilities when it comes to learning the English language. The reason for that is that it helps individuals communicate their ideas, feelings, and information within diverse social situations. However, even with speaking being an essential part of EFL classes, it happens to be the most difficult skill for learners to develop. Speaking challenges appear due to the following reasons: limited vocabulary; fear of making a mistake; low self-confidence; and no practical opportunities for engaging in meaningful communication (M. Astuti et al., 2023). Unfortunately, many class techniques used by teachers for conducting speaking exercises focus

on grammatical accuracy rather than on meaningful expression. Consequently, such a method might lead to passiveness of the learner since the latter will not be actively involved in the class process (Fahmi et al., 2021).

To solve the problems mentioned above, several student-oriented methods have been applied to facilitate the involvement and interaction of students in English language classes. Some of these methods include digital storytelling, collaborative learning and contextualized speaking practice, among others, to encourage active participation of students in speaking and interacting during English language classes (Karnedi & Utami,

2024; Lewier & Da Costa, 2024). Case-Based Learning (CBL) is widely popular because of its emphasis on context-based learning based on cases which need to be discussed and solved (Yuliana et al., 2023). The idea of CBL makes the student an active participant of the learning process through interactive problem-solving rather than a passive recipient of knowledge. Speaking, teaching-wise, CBL encourages students to speak interactively.

There are limitations on the implementation of CBL in EFL classrooms, though it has its strengths. Often, students may understand the contextual situations discussed in the classroom but still have difficulties expressing their ideas in English due to limited linguistic support. This condition means that if students lack structures to organize their language production, contextual learning might be insufficient to facilitate their speaking development. Therefore, there is a need for learning media or linguistic scaffolds that can support students to transform ideas into spoken expressions during interaction.

The other possible cultural medium that could be considered for

the present study is pantun, which is an oral literature in Indonesia. The pantun consists of four words in lines, has rhyme patterns, and contains cultural values, morals, and aesthetics (Yoga, 2024). Since pantun is a cultural medium in Indonesia, it has educational significance because of the cultural essence and formation of pantun that could help students to structure the production of language effectively. The results of empirical studies (Amalina & Musthafa, 2022; Anita et al., 2022) indicate that it is possible to use poetry and rhythmic training for enhancing pronunciation and communication skills in English. In addition to promoting better learning, this approach promotes community development and encourages learners to engage in the process. Therefore, the modern teachers are more and more aware of the importance of using innovative strategies in their teaching process.

Besides the function in the organization of language structures, pantun can also be an opportunity to insert local wisdom in teaching English language. The incorporation of local culture into classroom practices is highly appreciated in Indonesian schools because it has been proven to

be effective in relating language learning to students' socio-cultural identity (Anengsih et al., 2023). It is believed that the culture-based pedagogy can increase learner engagement by providing education with context and making it more meaningful (Ratri et al., 2025; Yulianti et al., 2025). However, many EFL classroom practices still view cultural elements as merely additional content, not as essential parts that influence classroom interaction. Cultural integration generally highlights the admiration of local culture with no significant impact on students' communication and meaning-making in learning activities (Abid et al., 2025).

It is possible to utilize pantun within the context of a case-based learning approach. This technique involves CBL as a teaching strategy which uses contextualized case scenarios where discussion and collaboration are necessary in order to solve the problems involved. In this regard, pantun gives the linguistic and cultural platform through which students will be able to structure their thoughts into clear communication (Masitah et al., 2025). On the other hand, pantun offers a linguistic and cultural framework within which

students can structure their thoughts. Both approaches allow for cultural forms to be used in a meaningful discourse and interaction between the learner and the learning process. Students do not only focus on individual subjects but rather construct meaning, create solutions, and articulate thoughts in structured poetic language. However, current literature does not explore how traditional cultural forms like pantun can be a scaffold within a CBL approach.

Some of the literature has explored the efficacy of interactive approaches to learning or the incorporation of local culture into English language teaching. The previous literature has established that using a culture-orientated learning approach is effective since students become more engaged with content related to their own culture (Hasibuan et al., 2025; Ratri et al., 2025). Besides, there is also an indication from other researchers on how using a case-based approach can promote collaboration and communication during language acquisition processes (Agustiana, 2023). Nevertheless, the literature review does not show much regarding the application of the pantun as part of a case-based learning

process for speaking purposes. Most of the literature tends to treat culture integration and communicative learning as two distinct concepts. This leaves a gap in the literature about how culturally integrated approaches can function as learning scaffolds in the communicative process. Thus, integrating pantun and case-based learning is a unique contribution in the sense that it brings together both the constructivist and cultural perspectives in one learning approach.

The research problems are formulated based on the implementation process of the CBL approach in the Pantun base, as follows: (1) How does the pantun facilitate the teaching-learning of the English language in the case-based learning approach? (2) How do students perceive learning English by using pantun? The objectives of this study are to analyze the implementation of CBL through Pantun as a medium for English language learning and to evaluate student responses to this integrative model. This approach integrating constructivist pedagogy and cultural literacy greatly contributes to the

development of culture-based English language teaching in Indonesia.

B. Method

1) Research Design

This present study used a descriptive qualitative study to explore students' experiences and perceptions of pantun-based case-based learning (CBL) implementation in English language education. Given that the purpose of the study was not to quantify statistical results but to understand classroom interaction, collaborative learning experiences, and students' responses in the speaking activities, a qualitative approach was considered appropriate. Qualitative research seeks to explore and understand the experiences of participants in natural settings through rich descriptions and interpretive processes (Creswell, 2014). The current study examined the implementation of pantun-based CBL in classroom practice and the students' responses toward learning activities in the English-speaking class.

2) Research Setting and Participants

The research was performed at SMP Muhammadiyah 1 Sidoarjo from February to March 2026. The research subjects were 40 eighth-grade students who were taking English subjects. The students were engaged in the activities of pantun speaking with a case-based learning (CBL) framework. Classroom activities were contextualized case scenarios, which were relevant to students' experience in the everyday life of the family, and students worked collaboratively to discuss issues and write pantun in English as responses. Students participated in class discussions, worked with other students, and expressed themselves in group activities in this process of teaching. The classroom setting offered a rich learning environment for students to interact, negotiate meaning, and actively engage in English learning activities. The environment gave the researcher the opportunity to observe students' verbal engagement, collaborative participation, and responses toward the implementation of Pantun-based CBL in an authentic classroom setting.

3) Data Collection Techniques

Data were collected through classroom observation and semi-

structured interviews. In order to evaluate the students' participation, interaction, collaboration, and verbal engagement during the learning activities, the implementation of Pantun-based CBL was observed in the classroom. Throughout this observation period, the researcher kept observation checklists and field notes to record classroom interactions, student responses, and participation styles during group discussions and speaking activities.

To gain further insights into students' experiences and perceptions of the use of pantun-based CBL, semi-structured interviews were conducted after the learning sessions. The interview instrument was adapted from Syaharani et al. (2024) to investigate students' views on speaking motivation, confidence, collaborative interaction, and the challenges they encountered in the learning process. The interviews were carried out flexibly so that the students could freely express their opinions. All interviews were recorded by audio and transcribed verbatim to enhance data accuracy and the credibility of the findings.

The interviews were conducted face-to-face in a semi-structured format. While several guiding questions were prepared in advance, the interview process was kept flexible to allow students to elaborate on their experiences and responses in the learning activities. The interview concerned three main aspects: students' learning experiences, benefits, and challenges during the implementation of pantun-based CBL. Sample questions included students' perceptions of learning English through pantun, difficulties faced in pantun composition, and students' perceptions of speaking confidence and classroom engagement.

4) Data Analysis Method

Data were analyzed using thematic analysis adapted from Sugiyono (2019) that consisted of data reduction, data presentation, and drawing conclusions. The researcher first selected and reduced observational and interview data that were relevant to the research focus. The condensed data were then categorized according to the recurring patterns related to classroom interaction, students' perceptions, speaking development, and challenges encountered during

the implementation process. In the second stage, data were systematically coded and organized by theme to facilitate interpretation and analysis. The study identified key themes relating to students' perceptions, speaking development, and linguistic challenges. Finally, conclusions were drawn by examining relationships and themes that recurred in the data. Triangulation was used to increase the trustworthiness of the results by comparing the data from the observations and the interviews. Moreover, the findings section also provided direct quotations of the participants to accurately portray students' experiences in the implementation of Pantun-based CBL.

C. Findings and Discussion

The findings of this study show that the use of pantun-based, case-based learning (CBL) has created a more interactive, collaborative, and culturally relevant speaking environment in English language teaching. Classroom observations and semi-structured interviews showed three interrelated themes: (1) engagement and collaborative interaction, (2) speaking development through linguistic scaffolding, and (3)

linguistic challenges and meaning negotiation. The findings revealed that the use of contextualized case scenarios and pantun improved students' communicative engagement and collaborative meaning-making in the speaking activities.

Table 1. Overview of findings and identified themes

Theme	Observation Findings	Interview Evidence	Interpretation
Engagement and Collaborative Interaction	Students engaged in discussions based on contextualized case scenarios and collaborated during group activities.	"We can learn from each other, and we can learn through play."	Collaborative work within a context increases engagement and communication.
Enhancing Speaking Ability through Linguistic Scaffolding	The students showed more confident in discussion and pantun recitation's activities.	"Pantun makes it easier because we can help each other find the right words."	The pantun served as a linguistic scaffold for speaking activities.
Linguistic Challenges and Meaning Negotiation	Students found it difficult to keep the meaning and the rhyme together.	"Our group had a little trouble finding rhyming words that fit with appropriate corresponding meanings."	Linguistic difficulty encouraged collaborative negotiation and problem solving.

1) Engagement and Collaborative Interaction

The implementation of CBL using pantun consisted of speaking activities, such as discussing cases in context, constructing pantun collaboratively, interaction between groups and oral performance

exercises. Observations showed that students were actively engaged in the CBL application process using pantun. These educational activities used case scenarios from the context of friendship and family dynamics, including how to resolve misunderstandings between friends, how to thank parents and how to keep family relations good. In response to the cases, students worked in groups to analyses the cases and write pantun in English.

In the course of collaborative discussion, the students exchanged vocabulary, negotiated meanings, and made revisions to their expressions before coming up with their pantun. The discussions actively engaged all the students, particularly when they had to relate contextual cases to their social experiences. As the topics under discussion resembled the real-life situations that the students experienced, they felt free enough to discuss their opinions openly. Rather than generating mechanical expressions, students engaged in the process of collaborative meaning-making involving discussion and oral interaction.

The results of the interview revealed that the students generally

had positive perceptions towards the implementation of pantun-based CBL, particularly in terms of collaborative interaction, speaking participation and classroom engagement. The learning activities were found more interesting and fun by the students because they were able to participate actively in the form of collaborative discussions and oral presentations. "This course is a different and better learning experience than usual. One participant said, "We can learn through play and work with our peers." The above response indicates that the collaborative learning activities improved the students' perception of the learning process. "Group discussions were useful for students to share ideas. "Everyone brought vocabulary and suggestions to the activity," another participant said.

The findings align with previous studies indicating that collaborative and contextualized learning actions may improve classroom interaction, participation in team work and communicative engagement in English as a Foreign Language (EFL) education (T. P. Astuti et al., 2025; Lestari & Puspitasari, 2024). This study extends previous work by showing that collaborative interaction

was more successful when paired with culturally relevant formats such as pantun. Speaking tasks are devoid of contextual and linguistic support and, therefore, challenge students to continue participating in other classroom communicative activities. In this study contextualized case scenarios were used to encourage interaction. The pantun is a familiar and structured form; it allowed shared expression and participation.

The results show that students did not just practice English mechanically but engaged in collaborative meaning negotiations throughout the activity. This is in line with constructivist views that learning happens through social interaction, collaborative discourse and collective meaning-making processes. The interaction between contextualized discourse and the collaborative creation of pantun encouraged the students to be active participants, not passive recipients, in classroom communication activities.

Another key finding concerns the relationship between contextual familiarity and speaking engagement. Themes of family and friendship seemed to reduce students' anxiety in oral interactions, because learners were familiar with the emotional and

social contexts in the case scenarios. This familiarity empowered students to express their ideas more courageously in discussions and presentations. In the traditional speaking classrooms, students are often asked to talk about abstract and unfamiliar topics. The interaction is likely to be mechanical and less communicative. In contrast, the cases contextualized in this study seemed to promote more authentic interaction, as students engaged in the use of English to negotiate socially salient situations relevant to their daily lives.

2) Enhancing Speaking Ability through Linguistic Scaffolding

The results of this research show the importance of pantun as a linguistic frame in speaking activities. The data indicated that students felt more confident in group discussions and oral recitations. Initially, some students felt shy speaking English in front of the whole class, but the continuous group speaking practice made them more involved in the discussions during the class.

The process of learning was collaborative in creating and reciting pantun so that the students improved their pronunciation, word choice,

fluency, and oral articulation. The rhyme and rhythm of pantun appeared to assist the students in organizing their ideas prior to their oral presentations. Before they showed their pantun to the class, students were often seen working together and talking about different words and sentence structures.

The interviews revealed similar findings in speaking participation and collaborative support. One student said it was easier to do pantun in a group because they could help each other choose the right words. "Pantun has helped me to strengthen my skills, and I am more motivated to use English," another participant said. The responses indicated that the students considered the activity useful for enhancing speaking participation and vocabulary learning.

The findings reveal that pantun was one of the factors used as cultural content and linguistic mediators for the oral tasks. The pantun's systematic rhyme and rhythm seemed to assist the students in organizing their spoken expressions, in contrast with traditional speaking activities that utilized spontaneous verbal output. Results are aligned with previous studies that have shown that rhythmic

and structured linguistic activities improve pronunciation, fluency, and expressive communication during language acquisition (Chi et al., 2025; Syahrul, 2025).

Previous studies on the use of culture-based pedagogy have uncovered how pantun can be used as a linguistic scaffold within context. Previous studies have tended to highlight pantun as cultural appreciation or literary education (Siallagan & Harahap, 2025). In the meantime, the present results indicate that pantun helped students communicate because they cooperated to organize their ideas for the speaking activities. Case-based learning enabled contextual interaction and collaborative discourse, and pantun provided structural scaffolding for language production (Rahma & Irmayani, 2025).

The findings indicate strong evidence of the interaction of collaborative discussion and linguistic scaffolding with the effectiveness of Pantun-based CBL. Observations revealed that prior to presentation activities, students would always help their fellow students to locate vocabulary alternatives and improve sentence structures and oral delivery.

This collaborative participation seemed to lessen the individual pressure while doing the speaking tasks, the students forming answers as a unit instead of separately.

This collaborative process resonates with constructivist perspectives, where language learning is seen as a social process of negotiating meaning. Students' learning activities generated a collective response, not just individual speaking practice, through discussion, peer correction and collaborative revision. As a result, the students were more willing to participate because the learning environment encouraged interaction and collaborative problem-solving in speaking activities. Anam et al. (2025) also found similar results in which teamwork-orientated speaking activities enhanced students' confidence and engagement in classroom interactions.

The significance of the structure of pantun in oral communication is highlighted in this research. The rhyme and rhythm patterns may be used to arrange ideas, thus enabling the learners to systematically articulate their oral words. In many traditional speaking classrooms, students often face problems of

grammatical accuracy and fluency when producing oral responses. The structural characteristics of pantun, with their recognizable linguistic patterns, help students in oral production overcome this difficulty. This suggests that a structured poetic language can reduce the cognitive load in speaking tasks, as students can use the familiar organization of language in their communications.

An example of students' collaborative production of pantun is as follows:

Every Eid, we gather tight,
Wearing batik, hearts so light.
Family's love, a sacred thread,
Stronger than words ever said.

The pantun above shows how the students combined the contextual themes about family relationships with the structured rhyme patterns and English expressions. The findings indicated that the structured pattern of pantun helped students to arrange the vocabulary and spoken ideas systematically in speaking activities. Furthermore, the collaborative building process led students to negotiate meaning, revise vocabulary choices, and polish oral expression together before presentation activities.

3) Language Challenges and Negotiation of Meaning

The implementation phase of the study was positively engaged, but some linguistic challenges were encountered during the pantun-based CBL (case-based learning) activities. Students pointed out that the main problem was to keep the consistency of rhyme and convey proper meanings in English. Students often worked together to revise their vocabulary and sentence structures in writing their responses to the pantun, as revealed by the observational data.

As one participant stated, "My group struggled to find rhymes that matched with appropriate meanings." This indicates that adapting English vocabulary to the pantun form created cognitive and linguistic challenges for the students. They were asked to create coherent expressions while at the same time keeping the poetic structure and contextual relevance.

But based on the observations, these linguistic barriers have not been enough to hinder their classroom participation. On the contrary, these barriers helped them negotiate and solve problems when they discussed as a group. It was observed that they were modifying their vocabulary,

exchanging different wording, and even improving their sentence construction before writing their pantun.

The findings are aligned with theories of scaffolding, which assume language acquisition to be a result of collaboration and meaning negotiation processes (Ramadhani et al., 2025). Language barriers were identified to impede as well as initiate collaborative reflection and communication-based problem-solving. The students seemed more interested in the efficient conveyance of meaning within the limits of the pantun format than in grammatical accuracy. This contrasts with more traditional speaking exercises which tend to be more individual in nature and aimed at independent spoken expression. The application of CBL with Pantun required high levels of student involvement, as students collaborated to create their responses through discussion and refinement.

The contextualized scenarios with family and friendship gave great importance to the interaction in the classroom. The case studies were similar to the situations faced by students in their daily lives, and these scenarios helped increase the

participation in discussions and oral presentations. Therefore, the speaking activities were becoming more interactive. Students engaged in socially relevant contexts in English instead of rote language exercises.

The present study points out the importance of local culture incorporation in communicative English teaching. In many EFL classrooms, cultural content is often thought of as additional material created for the sole purpose of transmitting cultural knowledge or supporting local practices. As a result, cultural learning often does not link with classroom interaction and speaking activities. The study suggests pantun could serve as an interactive linguistic scaffold in a pedagogical setting and not just as cultural content.

The findings suggest that the integration of the pantun into the case-based learning framework provided the speaking environment which allowed contextual interaction, collaborative learning, linguistic scaffolding and cultural relevance. Linguistic difficulties continued to arise during implementation; however, rather than precluding participation, these obstacles encouraged

collaborative negotiation and reflective language use. The findings reveal that CBL based on Pantun could improve communicative participation and speaking engagement in the EFL classroom by embedding local culture elements in the contextual language learning activities.

This study has another important implication for the pedagogic inclusion of local cultures in communicative English language learning. In many EFL classrooms, cultural content is often seen as 'extra' to provide cultural knowledge or to maintain local traditions. This means that from speaking practice and in the classroom, cultural learning is often absent in the interaction. The results of this study provide another perspective that pantun is a pedagogic interactive linguistic scaffold, not only cultural content.

The case study's employment of pantun facilitated the students' engagement in simultaneous collaborative discussion, oral interaction, and negotiation of meaning. This implies that culturally familiar formats can enhance communicative engagement when embedded within an interaction-oriented pedagogy. The use of pantun

in CBL has motivated students to be active in using language in socially meaningful cultural contexts rather than considering culture as just passive learning material. This is consistent with the culturally responsive pedagogy principles, which emphasize the importance of relating classroom instruction to students' social and cultural backgrounds (Yuliantari & Huda, 2023).

Another issue of importance is the role of linguistic scaffolding in speaking instruction. In the EFL context, most of the speaking activities require students to speak spontaneously in the classroom without any organizational structure, and such an approach makes students hesitant and less involved. The research findings revealed that the organized rhythm and rhyming pattern of the pantun supplied an organized linguistic structure for students to give an oral response.

Additionally, the interactive feature of CBL through pantuns was meaningful in promoting communicative involvement in classroom interaction. Learners engaged in negotiating meanings and extending vocabularies to tackle

problems in forming their responses, unlike when they worked individually. The implication is that EFL-speaking classes should be designed to foster collaboration, contextualized communication, and linguistic support.

In conclusion, the findings indicated that the integration of pantun in the CBL model produced a speaking context that was able to foster contextual interaction, collaborative learning, linguistic scaffolding and culturally relevant activities. Despite challenges in terms of language difficulties, this did not lead to complete disengagement but rather to collaboration and reflection of language used. The findings indicate that CBL based on Pantun can be used to enhance communicative participation and speaking engagement in EFL classrooms through locally-culturally relevant activities.

D. Conclusion

This study revealed that the application of Pantun-based case-based learning (CBL) was able to create a more interactive and culturally contextualized environment for English-speaking activities. Students engaged in discussions, oral

interactions, and collaborative meaning-making through contextualized case scenarios and the construction of Pantun.

The results show that pantun is a cultural content and linguistic framework that helps students to organize and express their ideas in speaking activities. The collaborative interaction in the CBL framework further improves students' participation, verbal confidence and engagement in classroom activities. The students had problems in using English vocabulary in a pantun structure, but they negotiated collaboratively and reflected on their language use in the group discussion. The integration of pantun and CBL provides an opportunity to enhance communicative engagement in English language teaching through the integration of local cultural elements. The study advocates for a culture-based approach to English language teaching and illustrates the effective use of local cultural forms in context- and interaction-focused learning activities. Future studies could include an investigation of various learning settings, different learners' language competencies, and the possibility of applying other types of CBL.

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APPENDIX

Appendix A. Interview Protocol.

The interviews were conducted with semi-structured interviews to explore students' experiences during the implementation of Pantun-based case-based learning (CBL). The interview consisted of three main themes: learning experiences, perceived benefits, and learning challenges. The interview process was guided by the following questions:

1. What is your opinion about learning English through pantun?
2. How was the group discussion helpful for you in the learning exercises?

3. What problems do you face while forming an English pantun?
4. Has this exercise made any difference in your confidence while using English?
5. In what way were the contextualized case scenarios useful in comprehending the learning exercises?
6. What were the benefits that you gained from learning English through pantun?

The interview session was kept open-ended so that the students could share their views and experiences, but leading questions were devised prior to this session.

Appendix B. Sample Interviews.

Student A (Mid-Achiever)

Interviewer: How was your experience learning English through pantun?

Student A: "I believe this method of learning is more enjoyable and distinct from my usual approach." We can learn and play together with our friends."

Interviewer: Did you face any problem during the activity?

Student A: "Our group had difficulty finding English rhymes with the correct meanings.

Interviewer: How did your team come up with the solution?

Student A: "Sometimes we changed some words together because the rhyme was excellent, but the meaning was not suitable."

Student B (High-Achiever)

Interviewer: How did the activity assist you with your speaking practice?

Student B: "Working on pantun in groups makes everything easier

because we can help each other find the right words.

Interviewer: Did the activity influence your confidence to speak English?

Student B: “I feel more confident speaking English because learning pantun is fun and easy to practice with friends.”