

Designing Project-Based Learning Syllabus for Speaking for Informal Interaction Course Integrating Local Coastal Culture

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Abstract. Syllabus is a dynamic document that outlines the learning outcome, material, method, and assessment conforming to the students' needs. Due to the absence of the reforming syllabus of the Speaking for Informal Interaction (SII) course at English study program Universitas Maritim Raja Ali Haji, this study purposes to create a project-based learning syllabus for the course. To achieve the objectives, the defining and designing stages of Thiagarajan et al.'s four-D model were employed. Two research instruments were used to gather the data: interview guideline and questionnaires. Three assistant professors and 35 students took part in this study. In addition, curriculum analysis was done to create the syllabus's structure. Considering the data gathered, the syllabus was created by incorporating local coastal culture into its contents and activities or projects. The indicators chosen based on the curriculum analysis show that the students meet the expected graduate profile if they can communicate effectively connected to actual situations. The SII syllabus prototype will be used further in the development and dissemination phase for real-world implementation.

1 Introduction

Speaking for Informal Interaction (SII) is a course that plays a pivotal role in honing the fundamental speaking skills of EFL teacher candidates [1][2]. Through interactive discussions and practical exercises, students learn to wield language as an adaptable tool, one that fosters meaningful dialogue across diverse settings, from everyday conversations to social gatherings and media platform [3]. More than just everyday chatter, the course equips students with the linguistic agility to vividly characterize scenarios and experiences. The emphasis on clear enunciation and engaging delivery also helps establish standards of instruction that will aid their future teaching endeavours. By encouraging the lively exchange of ideas, SII allows students to find their voice as communicators and educators. The course ultimately empowers them to explain concepts and viewpoints in a lucid, compelling manner that resonates with listeners. Far more than just a classroom requirement, SII gives students the foundational speaking abilities and confidence to connect with audiences in real and virtual forums.

The SII course provides rich opportunities for students to develop their oral expression and speaking skills in English [1]. Through a supportive learning environment, students

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become adept at communicating effectively across diverse contexts, everyday conversations to social gatherings and media platform. The course immerses students in a variety of communication settings - both face-to-face and digital, dialogic and monologic - enabling them to gain fluency with the vocabulary, phrasing, and idioms suited to each. Students are empowered to apply their learning through abundant in-class and real-world practice. It inspires students to actively utilize their speaking abilities to convey ideas and respond to others. Ultimately, SII equips students with the skills to communicate in a fluent and flexible manner in their daily lives.

Achieving communicative competence requires developing both collaboration and communication capabilities. Collaboration skills enable students to accomplish group tasks by developing higher-level thinking, responsibility, and understanding of diverse perspectives [4]. Through collaboration, students solve problems, complete tasks, and create products as a team. Meanwhile, communication involves transmitting facts, ideas, thoughts, feelings, and values through dynamic interaction [5]. It is an active process of developing shared understanding to enable effective group functioning over time. It leads students to understand situations and use appropriate expressions. In speaking classes, activities require students to collaborate and communicate - working, discussing, and practicing skills together. Both collaboration and communication are crucial for achieving speaking class goals. Collaboration promotes teamwork, responsibility, and diverse thinking. Communication enables clear expression, shared meaning, and group cohesion over time. Together, these skills empower students to work collectively to meet objectives.

Communication and collaboration skills now have also been taking centre stage due to the shifting in the winds in Indonesian higher education. The Merdeka Belajar Kampus Merdeka (Freedom to Learn - Independent Campus) policy signals a new era that embraces freedom, student-driven learning, and real-world experiences. This exciting mandate from the Indonesian Minister's Education and Culture is a breath of fresh air for universities and colleges across the archipelago. Lectures and rote memorization must make way for active, student-centered pedagogies. Project-based learning (PjBL), Problem-based learning (PBL), and case methods that emphasize students' collaboration and communication skills will be the appropriate responses to the policy. Study programs have two options to build these competencies. They can offer dedicated courses focusing specifically on collaboration and communication skills. Or they can integrate these skills into core subjects using Project-based learning (PjBL) or case methods, and/or problem-based learning (PBL) [6].

Project-based learning for speaking that integrates local culture provides an immersive educational experience, enabling students to enhance their language skills in the rich context of local traditions and practices [7]. By embarking on projects that delve into closest topics and activities around the students, they can practice speaking in authentic and meaningful scenarios. This pedagogical approach fosters a deeper connection between the learners and their daily experiences, as they actively engage in dialogues, interviews, and storytelling sessions with considering places, people and ideas around them. Through these interactions, students not only improve their oratorical abilities but also gain cross-culture communication experiences, equipped to share and explore the rich tapestry of their local culture and target culture. Consequently, such a dynamic and culturally rich environment established by project-based learning becomes a powerful tool for both language acquisition and cross-cultural education.

A number of scholars have devoted their attention to scrutinizing the efficacy of Project-Based Learning (PjBL) within the sphere of educational pedagogy. Empirical findings suggest that the PjBL pedagogical framework significantly augments learners'

proficiency in both collaborative endeavors and interpersonal communication [8][9]. Further research delineates that such an instructional approach substantially bolsters students' aptitude for critical evaluation. In addition, preliminary implementations of PjBL targeted at curricular development within language teacher education programs have yielded affirmative outcomes. These include marked improvements in professional competencies that are crucial in the field, such as negotiation techniques and the art of delivering presentations [10]. Despite these promising developments, it appears that a lacuna exists in the current body of academic work, specifically in designing syllabi on speaking for general purposes (SII) courses, especially within English language education.

Based on the preliminary study, it had been ascertained that the English language study program at Universitas Maritim Raja Ali Haji had not develop a syllabus that incorporates Problem-based Learning (PjBL). This situation has persisted due to a lack of perceived necessity for this instructional approach within English Language Teaching (ELT) classrooms. However, in light of the Indonesian Minister of Education and Culture's policy advocating for PjBL application in educational settings and recognizing the benefits of Problem-based Learning in research-oriented classrooms, it is crucial to design a syllabus using PjBL for English language study program at Universitas Maritim Raja Ali Haji. In line with it, the pertinent research inquiry for this study is, "How to design a project-based learning syllabus for SII course?"

1.1 Designing Project-based Learning Syllabus in Speaking for Informal Interaction Course (SII)

A syllabus constitutes an integral document in the educational process, detailing the instructional content and pedagogical strategy. This document delineates the specific behavioural or cognitive outcomes students are expected to achieve, the methodologies through which the instructional material will be delivered, and the criteria and mechanisms for assessment [11]. The syllabus serves as a comprehensive guide, articulating to the students the structure and administration of the course, as well as delineating the obligations and expectations placed upon those enrolled in the educational program. As the syllabus plays a critical role in bridging the broader educational curriculum with concrete activities within the classroom context, careful consideration must be given to its formulation to ensure alignment with the learners' requirements and aspirations [12].

Mastering the art of speaking and presenting is vital for today's undergrads if they want to thrive in school, work and life. This course arms students with the confidence and poise to convey ideas persuasively and strike deals through negotiation. By regularly practicing their speaking skills, students unlock the ability to connect with audiences and collaborate smoothly to achieve shared goals. Hands-on experiences where students apply communication skills to real-world problems will empower them to find their voices and maximize their impact. With stage time and real-world practice opportunities, students can step into any boardroom, classroom or community ready to speak up and create change. To truly prepare students to acquire these skills, higher education, particularly the study program highly possible to integrate Project-Based Learning into the syllabus. The syntax of PjBL is presented in Table 1 below [13]:

Table 1. The syntax of Project-Based Learning

Syntax	Teacher’s activity	Students’ activity
Discussing essential question	Explaining the learning objectives, task, and responsibility of the project. Asking essential questions about the project	Understanding the project and doing investigating for answering the essential questions.
Designing project	Assisting students to discuss their own goals, sources, and potentials difficulties	Designing the project framework by considering the goals, sources, and potential difficulties.
Making schedule	Facilitating students to organize the project	Collaboratively deciding the timeline and output of the project
Doing project	Encouraging students in experimenting with their projects and asking students to present the progress	Conducting the project and discuss the process by discussing with other students.
Monitoring	Monitoring students during the completion of the project by facilitating and guiding students	Reviewing the outcome and identifying difficulties and problems.
Evaluating the experience	Encouraging students to discuss and give an evaluation to the conclusion of the project	Discussing the effort to overcome the problems that may be raised in the next project.

*Ummah et.al (2019)

1.2 Integrating Local Coastal Culture in Speaking for Informal Interaction Course (SII)

Incorporating local coastal culture in the Informal Interaction course can help students relate theoretical concepts to real-world contexts. This statement in line with [11] who said that incorporating culture into English-speaking classes enhance students' understanding of theoretical concepts by connecting them to practical situation. By including aspects of local coastal culture in the lessons, students are given the opportunity to see how the theories they learn in class are applicable in their everyday lives. This helps students make meaningful connections and better grasp the concepts being taught. Moreover, students can apply their knowledge to practical scenarios, enhancing their critical thinking and problem-solving skills. This hands-on approach to learning can facilitate a more engaging and memorable speaking activities for students. Ultimately, integrating local culture promotes a more effective learning experience for students.

Moreover, local culture acted as a starting point and benchmark for teaching pupils' intercultural communication in relation to the intercultural notion [14]. By incorporating elements of the local culture into the syllabus, students were able to gain insights into the norms and values of various cultures, both domestic and international. This approach allowed students to develop a solid understanding of the differences and similarities between their own culture and others, setting the stage for more in-depth discussions on intercultural communication. Through the lens of local culture, educators were able to equip students with the necessary skills to engage in respectful and effective communication with individuals from diverse backgrounds. By emphasizing the importance of cultural sensitivity and awareness, teachers could help students navigate the complexities of intercultural interactions with confidence and competence [15]. By grounding the teaching of intercultural communication in local culture, students were able to build a strong foundation for future cross-cultural encounters, fostering mutual understanding and respect among individuals from different cultural backgrounds.

2 Method

The study utilized research and development (R&D) to construct the PjBL syllabus for the Speaking for Informal Interaction (SII) course. R&D is an iterative process of designing, developing, and evaluating instructional programs, workflows, and products to meet standards of validity, practicality, and efficacy [16]. With R&D, the researchers can customize various models to suit the study's needs. They adopted a four-D model developed by Thiagarajan et al. [17] that includes defining, designing, developing, and disseminating. Since the goal was to design a PjBL syllabus for SII, the study only used the first two phases - defining and designing. By leveraging R&D and focusing on the first two phases, the researchers systematically developed a custom PjBL syllabus tailored specifically for the SII course.

As part of a comprehensive analysis of the effectiveness of the SII syllabus, three assistant professors granted insightful interviews that shed light on the curriculum in practice. Their perspectives highlighted the realities of teaching and learning in the SII classroom. In addition, speaking tests administered to 43 SII students revealed baseline speaking proficiency levels, an essential skill for these future English teachers. Careful scoring of the speaking samples illuminated students' current mastery and room for growth. At the same time, a meticulous curriculum analysis compared syllabus design to on-the-ground implementation, uncovering discrepancies between plan and practice. By evaluating both curriculum materials and student speaking competence, the study illuminated strengths and weaknesses in SII instruction and learning. This multidimensional approach provided a nuanced understanding of how-to better support students in developing strong English communication abilities.

3 Result and Discussion

The findings of this study are unveiled in two phases that align with the defining and designing phases of Thiagarajan's four-D framework.

3.1 Defining

3.1.1 Front-end Analysis

To determine whether a project-based learning syllabus would benefit students in the English Language Education Study Program at Maritime Raja Ali Haji University, preliminary

research was conducted. Three assistant professors from the program were interviewed to gather insights on the potential value of such a syllabus for the SII course. The front-end analysis aimed to answer this key question at the outset: Is a project-based learning required for this course to effectively serve students in the program? By interviewing faculty with direct experience teaching and developing curriculum, the research could assess the need and suitability of a project-based syllabus before undertaking a full-scale project. Though presented formally, the research inquiry is compelling in its intent to enrich student learning.

Based on the interview results, five questions are given to the lecturers. The first question asks the lecturers whether they designed the syllabus for the SII course or not. One of the lecturers explained that he did not create the syllabus but only used a learning contract. While others said that they used the existing syllabus. The second question intended to know the existing syllabus and learning contract used by the lecturers. Based on the lecturers' answers it was known that the documents did not accommodate the learning activities in the SII course because the documents were not updated, and the learning material and activities were not adjusted to the students' characters. The following inquiry concerns whether or not PjBL is used by the lecturers and what they think about it. The lecturers acknowledged that PjBL was viewed as an alternate approach to problem-solving in the SII course, but they denied using it themselves. They also argued that another crucial aspect for the students need was the learning context that must be connected to their real world so that it assisted the students to comprehend and practice their speaking skill better.

3.1.2 Learner Analysis

Table 2. Average Score of Students' Speaking Test

Speaking Indicator	Students' Score
Fluency and coherence	3.28
Lexical recourse	3.24
Grammatical range and accuracy	3.3
Pronunciation	3.35
Average Score	3.29

The first step in developing an effective syllabus understands the target learners. For the Speaking Informal Interaction (SII) course, the goal is to equip students with the language skills needed for different communication contexts. This necessitates identifying students' present speaking abilities and knowledge base. To do so, a speaking assessment was administered to the 43 enrolled students. By analyzing the test results, areas of strength and weakness can be pinpointed. With this learner analysis complete, the SII syllabus can include appropriate content and activities to enhance students' speaking competence across diverse settings in a rigorous yet engaging manner. The thorough preliminary research ensures the course will activate students' critical thinking while expanding their communicative capacity. Table 2 shows that the average level of student speaking competency is in the range of 3.29. In other words, the student's speaking abilities remain low in terms of fluency and coherence since they have limited ability to link simple sentences and are frequently unable to convey

basic messages. It also indicates that the students’ lexical resources are limited only to simple vocabulary used primarily to convey personal information. Moreover, they also have grammatical errors and are often unintelligible.

3.1.3 Task Analysis

The process of task analysis involves dissecting the instructional task into its component subtasks. Task analysis in this context refers to designing *Capaian Pembelajaran Mata Kuliah* (CPMK) or the Course Learning Outcome of the Syllabus. *Capaian Pembelajaran Lulusan* (CPL) or Graduate learning result is the source of CPMK. The study program had created CPL by addressing elements of attitude, knowledge, general skills, and specialized abilities.

The first step in creating CPMK is determining which CPL is charged to the SII Course. The CPL identity is shown in the following Table 3.

Table 3. CPL Identification Charged to SII Course

CPL-01	Internalizing values of faith and devotion to God Almighty, possessing noble character, civility, and culture, having high values based on the Pancasila principles and love for one's homeland, possessing national vision and maritime spirit, and being proficient in both English and Indonesian languages, both verbally and written, is essential.
CPL-02	Mastering theoretical concepts and applications related to education pedagogy, educational psychology, and English learning.
CPL-04	Implementing digital competencies in English learning and daily life that are relevant to lifelong adaptive learners, grounded on local maritime region's potential, characteristics, and values of indigenous wisdom.

Following the identification of CPL, CPMK to the SII course is developed. CPMK is formulated in five learning outcomes, taking into account the features of the SII course, CPL, and students' prior cognitive competency.

Table 4. CPMK Formulation Derived from CPL of the Study Program

CPMK1	Understanding the expressions in various communication settings
CPMK 2	Selecting the appropriate expressions in different communication settings
CPMK 3	Applying the appropriate expressions in different communication settings
CPMK 4	Discussing topics related to everyday interaction
CPMK 5	Constructing oral text related to everyday interaction

3.1.4 Concept Analysis

During this stage, a set of standards for defining the goals of the SII course are established. Sub-CPMK is developed as the anticipated final learning outcomes for each meeting, using CPMK as the fundamental framework. Table 5 presents the formulation of the Sub-Course Learning Outcome of the Syllabus, or sub-CPMK.

Table 5. Sub-CPMK formulation derived from CPMK

Sub-CPMK1	The students are able to understand the expressions in informal communication settings
Sub CPMK 2	The students are able to select appropriate expressions in dialog or monolog
Sub CPMK 3	The students are able to apply the appropriate expressions in direct or indirect communication settings
Sub CPMK 4	The students are able to apply the appropriate expressions in face-to-face or virtual communication settings
Sub CPMK 5	The students are able to discuss the topics about campus life
Sub CPMK 6	The students are able to discuss the topics about social media
Sub CPMK 7	The students are able to construct a text about students 'daily activities

3.1.5 Specifying Instructional Objectives

Task and concept analysis are converted into learning objectives during this stage. This indicates that CPMK and sub-CPMK are transformed into syllabus indicators. Sub-CPMK is used to determine indicators, which are the anticipated final learning outcomes needed to meet the CPL at each meeting. For the SII course, there are 13 effective meetings in a semester. These are shown in Table 6 below.

Table 6. Indicators Formulation derived from CPMK and sub-CPMK

Meeting	Indicators
2	Understanding the vocabularies in informal communication
	Understanding the expression in informal communication settings
3	Understanding the vocabularies in a dialog or monolog about comparing and contrasting
	Identifying the expression of comparing and contrasting in a dialog or monolog

4,5	Understanding the vocabularies in direct or indirect communication settings
	Identifying the expression in direct or indirect communication settings
	Using the appropriate expressions in direct or indirect communication settings
6,7	Understanding the vocabularies in face-to-face or virtual communication settings
	Identifying the expression in face-to-face or virtual communication settings
	Using the appropriate expressions in face-to-face or virtual communication settings
9,10	Understanding the vocabularies about campus life
	Identifying the expression about campus life
	Using the appropriate expressions talking about campus life
11,13	Planning Documentary video script about coastal and marine tourism
	Documentary video shooting about coastal and marine tourism
	Documentary video screening about coastal and marine tourism
14, 15	Understanding the vocabularies about students' daily activities
	Identifying the expression about students' daily activities
	Using the appropriate expressions talking about students' daily activities

3.2 Designing

Designing the syllabus is the second step. This phase's goal is to create a prototype of the upcoming syllabus. Choosing the right media, materials, and formats for prototyping is the important parts of the design phase.

3.2.1 Constructing Criterion-Referenced Test

This step connects the defining and designing stages. The learner analysis and learning indicator are the foundation for the exam formulation. The final product of SII course is creating a documentary video about social media. In this project the students working collaboratively to find the current issue about the topic and document it in a video.

Table 7. Documentary Video Rubric

Evaluation Aspect	Rubric	Score
Speaking ability	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Content / Coverage	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Video Editing	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Intro	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Audio Editing	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Visual Elements	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Copyright/ Citation	Excellent (20-35)	
	Proficient (11-20)	
	Partially proficient (1-10)	
Score Average		

3.2.2 Media Selection

Media selection aims to choose appropriate media for learning and ensure that the media is closely connected to the topics being studied. This selection process relies on analyzing the concepts, tasks, and learners involved in the educational process. In the context of the SII syllabus, various media tools such as PowerPoint, Google Sites, Canva, Liveworksheet, Powtoon, Worldwall, and Quizizz can be utilized to enhance student learning. The careful consideration of media selection contributes to a more effective and engaging learning experience for students.

3.2.3 *Format Selection*

Format selection aims to choose a learning approach, strategy, and method that suits project-based learning. PjBL is a model of teaching where students collaboratively doing a contextual project. Holding into this pedagogy, the learning approach, strategy, and method is presented in Table 9 below.

Table 9. Format Selection of Syllabus Design

Project-based learning	
Approach	Students-centered
Strategy	Discovery learning Inquiry learning
Method	Group Discussion Role Playing Presentation Demonstration Question-answer

3.2.4 *Initial Design*

The initial design is the entire design of the SII course syllabus that must be done before the trial is carried out. The syllabus prototype is displayed in Table 10 as follows.

Table 10. PjBL Syllabus Prototype for SII

Week	Expectation final learning outcome (Sub-CPMK)	Indicators of Achievement	Learning Material (Topic)	Learning Model/ Syntax	Assessment Criteria
11-13	The students are able to describe about coastal and marine tourism (in form of Documentary video)	Planning Documentary about coastal and marine tourism video script Documentary video shooting about coastal and marine tourism Documentary video screening about coastal and marine tourism	Project planning Documentary video script Documentary video shooting Documentary video screening	Project-based Learning (Team-based Project) Giving essential question Designing project Making schedule Doing project and monitoring Assessing the outcome Evaluating the experience	Criteria: Content / Coverage Video Editing Intro Audio Editing Visual Editing Copyright/ citation Assessment: Project of making documentary video

4 Discussion

The findings indicate that while the syllabus is a crucial and dynamic document, the SII course syllabus at Universitas Maritim Raja Ali Haji has not been updated to reflect the evolving needs of its students. This oversight suggests that the current curriculum likely fails to accommodate diverse learning styles and relevant content, adversely affecting the students' ability to engage in student-centered learning. Data collected reveals significant deficiencies within the existing curriculum, with critical subject areas either underrepresented or entirely absent. Such gaps raise serious concerns regarding the program's capacity to adequately equip students with the comprehensive knowledge and skills necessary for success in their respective fields [12]. Furthermore, feedback from both students and industry professionals underscores a disconnect between the course material and the real-world challenges faced outside the class. This disparity undermines the program's effectiveness and relevance, potentially leaving graduates inadequately prepared for a seamless transition into the workforce.

Additionally, the study highlights areas for improvement in pedagogical approaches to foster more engaging, interactive, and applied learning experiences [18] Traditional lecture-based formats may no longer suffice to meet the changing needs and preferences of contemporary students. Incorporating hands-on projects, case studies, and opportunities for

collaborative problem-solving could significantly enhance the educational experience and better prepare students to tackle complex and ambiguous challenges. Ultimately, a thorough review of the SII syllabus guided by insights from this study represents a vital opportunity to align the program more closely with industry demands, student needs, and best practices in pedagogy.

The research findings indicate that the existing SII syllabus and learning contracts require significant updates and modifications to effectively address the needs of students. The implementation of a Project-Based Learning (PjBL) approach has the potential to enhance student engagement, develop problem-solving skills, and facilitate the real-world application of English language skills, thereby enriching the overall learning experience. This conclusion is consistent with various prior studies that underscore the advantages of PjBL in English language education. For instance, [19, 20] demonstrated that PjBL is a student-centered methodology that immerses learners in meaningful and authentic contexts, leading to improvements in their language skills and fostering critical thinking, communication, creativity, and collaboration.

The syllabus designed under the SII framework is specifically tailored to incorporate Project-Based Learning (PjBL), which plays a crucial role in promoting a student-centered educational approach. This method encourages peer collaboration and enhances communication skills through engaging projects that align with contemporary digital trends. A notable project involves creating a video focused on coastal and marine tourism. This initiative not only fosters teamwork but also stimulates creativity throughout the phases of planning, designing, monitoring, and evaluating. By integrating local coastal cultures into the curriculum, the project provides students from coastal regions with an immersive educational experience. This contextual relevance makes learning more engaging, enabling students to connect theoretical concepts with their daily lives [21]. By emphasizing their immediate environment, our curriculum gains significance, allowing students to establish stronger connections between their learning and its real-world applications.

The video production process outlined in the SII syllabus is a comprehensive journey that encompasses planning, designing, monitoring, and evaluating [13]. Students will actively participate in this collaborative project within study groups, beginning with meticulous planning. In this initial phase, they will conceptualize a documentary focused on a coastal community, identifying and selecting the communication context to be featured in their film. This stage emphasizes the importance of relevant vocabulary related to their chosen marine or coastal area, culminating in the collaborative crafting of a script that will guide their filming process. Throughout these stages, the lecturer's role is pivotal; they will monitor student progress, provide guidance, and ensure that learning objectives are met.

Following the planning and design phases, the evaluation phase becomes crucial in assessing the documentary's effectiveness in conveying its intended message. Here, students will review their footage and script against the original objectives, seeking feedback from peers and the lecturer to identify areas for improvement. This reflective practice not only enhances their critical thinking skills but also fosters a deeper understanding of storytelling techniques used in documentary filmmaking. By engaging in this systematic progression from planning to evaluation, students gain valuable insights into both the technical and creative aspects of video production, ultimately preparing them for future endeavors in the field.

5 Conclusion

Understanding and addressing students' needs is fundamental to crafting an effective educational program. The research conducted on the syllabus design for the Speaking for Informal Interaction (SII) course at Universitas Maritim Raja Ali Haji underscores the critical role of integrating local culture into language learning. By utilizing a Project-Based Learning (PjBL) approach, this syllabus not only enhances student engagement but also fosters a learner-centered environment that promotes critical thinking, collaboration, and problem-solving skills among students. The findings illustrate that embedding local coastal culture within the curriculum enables students to relate theoretical concepts to real-world contexts, thereby enriching their learning experience. This culturally responsive pedagogy not only facilitates meaningful connections between students and their community but also equips them with the necessary skills to navigate diverse communication scenarios effectively. Furthermore, this research serves as a valuable contribution to future curriculum development, advocating for educational practices that prioritize real-life applicability and cultural relevance in language education. Ultimately, the integration of local culture through PjBL not only enhances students' speaking abilities but also prepares them to engage confidently and competently in various communicative contexts, both locally and globally.

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