
**INTEGRATING LOCAL WISDOM OF RIAU MALAY
CULTURE IN ENGLISH LEARNING IN 4.0 ERA**

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ABSTRACT

Providing English materials based on local wisdom of Riau Malay is appropriate to improve the students' English skill and also their cultural values and norms. Integrating moral values or local wisdom into English teaching and learning process can protect future generations from the deterioration of their national identity. The objectives of this research were to analyse the integration of local wisdom of Riau Malay Culture in English learning and the effects of the integration of local wisdom on students' English skills. Systematic literature review was employed in the study by implementing PRISMA. This study utilized article databases and search engines namely Scopus, Semantic Scholar and Google Scholar to obtain the data. There were 11 articles as the data source which analyzed by employing narrative synthesis. The results of this study found that local wisdom of Riau Malay can be integrated into English learning namely reading, writing and speaking skills. Integrating Riau Malay Cultural values in English learning can enhance the students' English ability and their cultural awareness in preserving local culture and national identity. Nevertheless, the studies related to the integration of local wisdom of Riau Malay Culture into English learning is very limited, this research is necessary to fill that gap. It is also suggested for the next researchers to conduct further investigations related to this topic.

Keyword: *English learning, integrating, local wisdom, Riau malay culture*

INTRODUCTION

Education has a crucial role in preparing human resources that has quality and noble character. Providing English materials based on local wisdom of Riau Malay is appropriate to improve the students' English skill and also their cultural values and norms (Jismulatif & Dahnilsyah, 2019; Rozimela, 2021). Furthermore, preserving culture as a local wisdom is a means to sustain and deepen Indonesian wisdom. Local culture acts as a history knowledge that need time to develop (Nafiah, 2020; Handayani & Amelia, 2023). Local wisdom can be described as information found or gained by local people by trial and error which

incorporated by knowing the nature and culture. It is a specific group of people's identity (Irwan et al., 2020). Values grow organically alongside the development of society (Sari, 2018). It is the foundation of tradition value that is organically develop and obtained from the society and environment, which becomes philosophical concepts in managing as well growing a given group of people's socio-cultural system (Sibarani et al., 2021). Each region has its own local wisdom that helps people manage their socio-cultural systems. As Indonesia has a wide range of social groupings, the local values of knowledge are distributed throughout countries (Jumriani et al., 2021). This circumstance makes Indonesia wealthy in local values that may be employed in developing learners' individuality, character and identity.

In the revolution industry 4.0, English skill has become the crucial skill that used as lingua franca all over the world. In Indonesia, English is learned from elementary school until university level as English as Foreign Language (hereinafter, EFL). English is learned to enhance students' knowledge and also to prepare them to be able to communicate and socialize in national and global community (Warman, 2021). Besides, English also can enhance their employability in the future. In addition, according to Merdeka Belajar curriculum and 21st century education that congruent with Indonesian National Qualification Framework (KKNI) stated that students are forced to enhance their knowledge, science, technology and also their soft skills namely communication skills, collaboration, creativity, values and characters (Meidipa et al., 2022; Meneses et al., 2023).

Therefore, students should enhance their knowledge, English skills, soft skills, values and characters in order to prepare themselves to compete in global labour market after graduation from university. Local wisdom in learning languages is essential for preserving our culture and developing our character and national identity (Irwan et al., 2020; Jumriani et al., 2021). Local wisdom is utilized in English teaching and learning to create character in learners based on their local values. Aside from studying practical and pure linguistic parts of English, learners need also comprehend the communication strategy and cultural context of the language being studied as well as their own. Communicative competence (Septy, 2017) defines as (1) the capacity for adaption, participation in conversation, communication ability, organizes discussion, demonstrate empathy, and work effectively. As a result, communicative competence is more than just speaking ability. It requires learners to comprehend all of the content and context of the issue as it is mirrored in the speaker's personality and characteristics.

In addition, it can be argued that studying EFL should include not only linguistic components mastery but also communication competency and socio-cultural competence (Guryanov et al., 2019). Communicative and socio-culturally based local knowledge competency can help learners develop their identities and personalities. Furthermore, it provides learners with a grasp of the cultural values, which might safeguard them against inappropriate the culture of the target language (Kovtun et al., 2019). It is because studying English may expose the students to inappropriate target language culture. English teaching and learning should incorporate elements of local culture by integrating the materials of local culture in the teaching and learning activities can help students learn about their culture (Salamatina et al., 2022). Therefore, the instructor and lecturer must then integrate and organize English materials contained the local wisdom values for the students. It is envisaged that students would utilize English as a method to communicate align with values of local wisdom. Furthermore, the depiction of Indonesian local wisdom in English language learning can help students better comprehends their culture, traditions, values and cultural identity. The incorporation of learners' local cultures is crucial in foreign language instruction so that learners may grasp the language that they study more naturally (Novita et al., 2020). In conclusion, local wisdom-based education is education that trains students to connect into the real-life situation that is experienced on a daily basis. It is an example of education that focuses on the empowerment of local skills and is very relevant for the development of life skills which focuses on developing local talents and aptitude in each location.

English is one of the skills that students should learn. However, the purpose of teaching and studying English is to develop the learners' character as well as their language proficiency (Hasyim, 2020). The focus of using local wisdom in learning process is to assist them in acquiring target language. On the other side, the English teaching and learning intends not only to learn English but also to help students to maintain their local wisdom, create their local wisdom-based character, and promote their local culture globally. Local wisdom is used in EFL education by instilling local cultural values in students. Teaching and learning EFL is concerned not only with growing students' skills in speaking, reading, writing, and listening (linguistic mastery), but also with enhancing students' knowledge of specific work's meaning and values. The educational system in Indonesia ought to strengthen students' proficiency in technical abilities and also the principles and meaning of a specific topic learned (Sari, 2018). These challenges arise in the context of EFL Indonesian student. The teacher's responsibility is to answer those challenges, training students for both technical and conceptual skills. In

general, a learning activity has to involve culture, values, and norms (Uge et al., 2019). In short, once students learn new language and culture it does not mean they forget their own culture. They should enhance their knowledge based on the cultural values and national identity.

Several researchers have conducted study about local wisdom inclusion in English learning. The study conducted by (Shofyana et al., 2022) implemented local wisdom through project based English learning (PBL). The integration of local wisdom of Java Island and PBL in the scopes of culture, tourism, local industry, entrepreneurship and folklore are employing in English language teaching. The result of the study revealed that this strategy can improve students' English skill and soft skills (Shofyana et al., 2022). Next, (Meidipa et al., 2022) carried out a study related to the utilization of local wisdom via e-learning in enhancing students' English learning outcome. They used folklore from North Sumatra in the learning materials. The result of their findings revealed that the integration of local wisdom through Edmodo improved the students' English learning outcome (Meidipa et al., 2022). Furthermore, (Sulistyowati & Surachmi, 2020) employed local wisdom through narrative story namely folklore in Kudus, Java island to improve students' writing ability and moral values. Their study concluded that integrated local wisdom through narrative story could enhance the students' writing skill and moral values that crucial component of national identities (Sulistyowati & Surachmi, 2020). The previous studies above revealed that integrated local wisdom for English teaching and learning gave contribution to the improvement of students' English ability and moral values.

Nevertheless, the findings of the previous studies demonstrate that no research has examined the integration of local wisdom of Riau Malay Culture in English learning collectively, especially systematic literature review study. The previous researches limited to specific regions namely Java Island and North Sumatra (Meidipa et al., 2022; Shofyana et al., 2022; Sulistyowati & Surachmi, 2020). Those researches also use non-systematic approaches. Hence, this study was conducted to complete the research gap. Thus, the research questions of this study were:

- (1) How the integration of local wisdom of Riau Malay culture in English learning?
- (2) What are the effects of the integration local wisdom on students' English skills?

Therefore, this study was conducted to investigate the integration of local wisdom of Riau Malay Culture in English learning and the effects of the integration local wisdom on students' English skills.

METHOD

The study aimed to investigate the integration of local wisdom of Riau Malay Culture in English learning and the effects of the integration of local wisdom on students' English skills. Library research was implemented to obtain publications from journal databases. Systematic literature review (SLR) approach was employed in analyzing the accepted articles. PRISMA framework was adapted to carried out the study by performing four stages namely identification, screening, eligibility, and synthesize (Page et al., 2021; Siddaway et al., 2019). Next, the accepted articles were analyzed through narrative synthesis (Popay et al., 2006) to investigate the integration of local wisdom of Riau Malay in English learning. The stages of the literature review were presented in Figure 1.

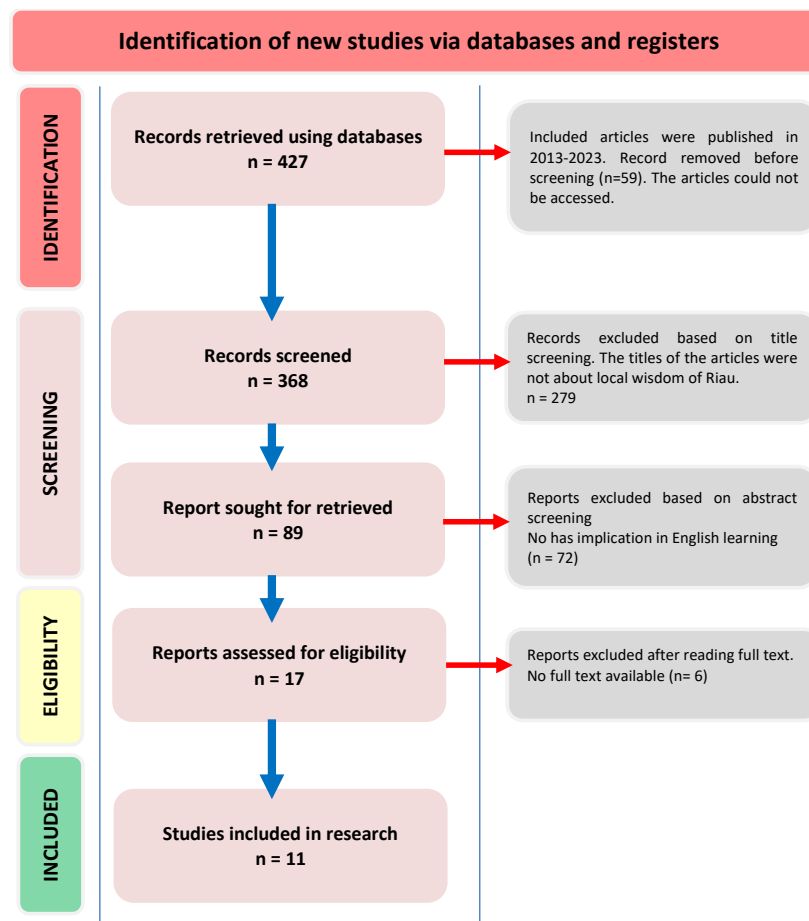


Figure 1: PRISMA Flowchart Stages

Identification (searching)

The researcher searched articles that relevant to the study from online databases and article databases and search engines namely Scopus, Google Scholar, and Semantic Scholar that published from 2018-2023. The search keywords used by the researchers were 'Riau

Malay culture in English learning’, ‘local wisdom in English learning’, and ‘local wisdom’. The inclusion criteria of the literatures were articles, proceeding and thesis that relevant to the research variables. Articles or proceedings that could not be accessed directly, except by a membership were excluded. The researcher collected 427 papers at this stage. However, 59 items were deleted since they could not be accessed with membership. Table 1 show the inclusion and exclusion criteria for the literatures.

Table 1: The Inclusion and Exclusion Criteria of Articles

No	Inclusion Criteria	Exclusion Criteria
1	The articles, proceeding and thesis that related to the integration of local wisdom of Riau Malay.	They are books or personal point of view from blogs.
2	The Articles were published during 2018-2023	The articles were published before 2018.
3	The articles are open access.	The articles are not opeb access.
4	Local wisdom of Riau Malay was integrated in English learning context.	Local wisdom or Riau Malay was not integrated in English learning context.

Screening

The researcher reviewed the titles and abstracts of the articles in order to assess the inclusion and exclusion papers. The researcher would save the articles that were related to the study's research questions and eliminate those excluded articles that were inappropriate to the investigation at this point. During the initial screening, 279 publications were excluded because they were unrelated to the study's variable. Those articles were not discussed about local wisdom or Riau Malay culture. Thus, the researcher had obtained 89 publications in the final screening.

Eligibility

The researcher manually reviewed the remaining publications to figure out if the papers met the inclusion criteria. After analyzing the title, abstract, and content, 72 publications were removed because they were not related to English learning. The overall number of articles at this stage was 17, but because 6 of them did not contain full-text, the researchers discarded them.

Synthesize and results

In this stage, there were 11 articles reviewed by the researchers. These articles were published in 2018-2023, discussed about local wisdom of Riau in English learning. Afterwards, the selected articles were analysed through narrative synthesis by grouping or

clustering the data and making tabulation based on the research questions to convey the data graphically in order to assist the researchers in synthesizing the reviewed articles (Popay et al., 2006). During this stage, the researcher studied 11 articles in depth that were relevant to the study topics and met the inclusion criteria.

FINDINGS AND DISCUSSION

Findings

The researchers analysed 11 papers that met the study's criteria for this investigation. All of the articles discussed the involvement of local wisdom of Riau Malay in English learning from elementary school to university level. Next, the researchers organized the data source into tables in order to assist them in analysing the reviewed articles and answering the research questions. The description of the reviewed articles can be presented in Table 2.

Table 2: The Summary of Reviewed Articles in 2018-2023

No	Authors	The aim of studies	Subjects	Research designs	Focus of the studies	Year
1	Agustina	To explore local wisdom in Siak folklore for reading comprehension skill.	University students	Descriptive	Reading	2018
2	Jismulatif & Dahnilsyah	To examine the utilization of local wisdom values in the English drama course.	University students	Research and development	Speaking	2019
3	Yuliani, S	To analyze Malay folklores in Riau province to preserve local wisdom of Riau Malay Culture.	Junior high school students	Descriptive study	Reading	2020
4	Rozimela et al.	To develop an effective ELT material employed local wisdom Riau Malay culture.	Elementary school students	Research and development	Reading and speaking	2021
5	Yuliani & Hartanto	To develop digital storytelling of Malay folklore in online learning and examine the implementation of digital storytelling.	Junior high school students	Research and development	Speaking	2021
6	Asnawi et al.	To determine the	University	Descriptive	Reading	2022

		integration of <i>Tunjuk Ajar Melayu</i> on students' critical reading.	students	study		
7	Indrawati et al.	To design and integrate Kuantan Singingi's local wisdom for writing procedure texts.	Senior high school students	Research and development	Writing	2022
8	Gisfa, M	To explore the local wisdom story (folklores) that taught in reading comprehension in Kampar, Riau.	University students	Descriptive study	Reading	2022
9	Erni	To design and implement e-module based on local wisdom of Riau Malay Culture in enhancing students' cultural awareness and English skills.	University students	Research and development	Reading and writing	2023
10	Putri, M. E	To investigate the effect of local wisdom-based English reading teaching materials to improve students' reading literacy.	Senior high school students	Pre-experimental	Reading	2023
11	Agustina, P et al.	To design and implement Jangoi folklore as instructional materials in ELT.	Secondary and senior high school students.	Research and development	Reading	2023

Afterwards, the publications were categorized in accordance with the research approach. There were 6 articles employed research and development, 4 articles utilized descriptive study and 1 article used pre-experimental study. The calculation of the articles is presented in figure 2 and the research trends are shown in Figure 2 below.

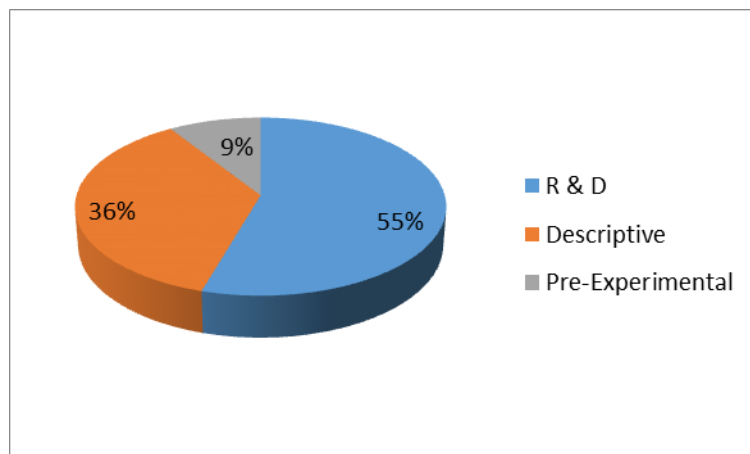


Figure 2: Articles Classification based on Research Design

Figure 2 shows that the majority of the studies are pre-experimental research (55%). There are also descriptive (36%) and research and development research (9%).

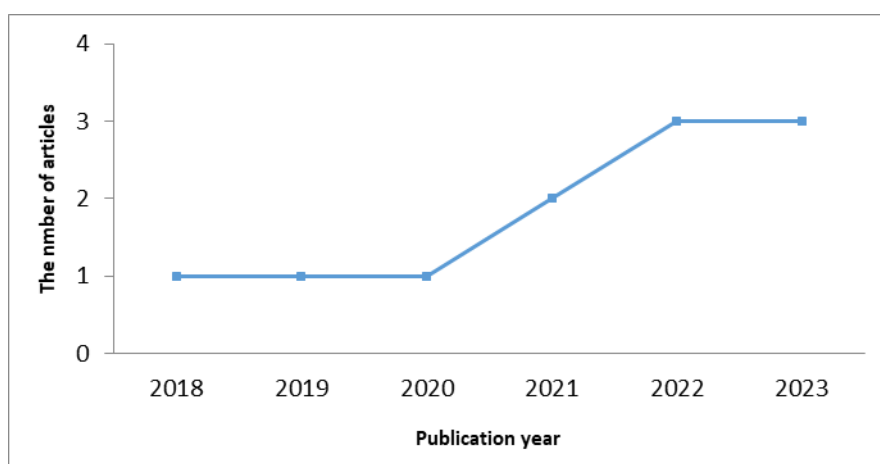


Figure 3: The Trends of Articles in 2018-2023

Furthermore, in term of the research trend Figure 3 reveals that the previous studies have combined local wisdom of Riau Malay Culture in English teaching and learning. It shows that in 2022 and 2023 the number of the studies investigated the use of local wisdom of Riau Malay is greater than previous years. It means that, more researchers have integrated of local wisdom of Riau Malay Culture than in 2018 and 2019. These studies are crucial to increase students' cultural awareness, character and national identity.

Afterwards, the focus studies of the selected articles were classified to guide the researchers in synthesizing the data source. The findings revealed that the previous researchers integrated local wisdom of Malay Riau Culture to improve students' reading, writing and speaking skills. The finding is presented in Table 3.

Table 3: Distribution of Reviewed Articles' Focus of Studies

No	Focus of the Study	Authors
1	Reading	Agustina (2018), Yuliani (2020), Rozimela et al. (2021),

		Asnawi et al. (2022), Gisfa (2022), Erni (2023), Putri (2023), Agustina et al.(2023).
2	Writing	Indrawati et al. (2022), Erni (2023)
3	Speaking	Jismulatif & Dahnilyah (2019), Rozimela et al. (2021), Yuliani & Hartanto (2021)

Table 3 reveals that the majority of the reviewed articles discussed about the integration of local wisdom of Riau Malay Culture to improve students' reading skill. The second most integrated local wisdom of Riau Malay Culture in the articles is speaking skill and the least is writing skill. Furthermore, the selected articles were categorized based on the participants' education level. The result is shown in Figure 4 below.

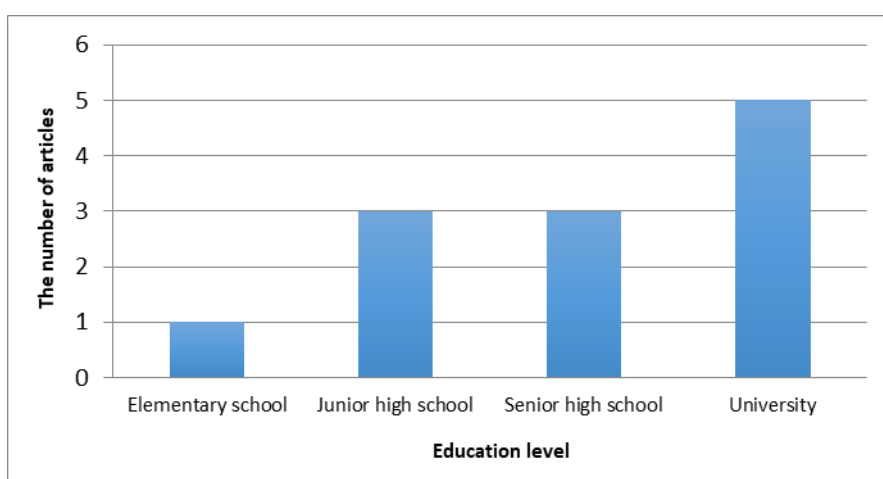


Figure 4: The Number of Articles based on Education Level

Figure 4 describes that the most extensively explored related to the integration of local wisdom of Riau Malay in English learning is at university level namely 5 studies. Next, there are 3 studies investigated the integration of local wisdom of Riau Malay in English learning at junior and senior high school level. In addition, there is 1 research conducted at elementary school level. In conclusion, many researchers have been integrating of local wisdom of Riau Malay in English learning especially at university level.

Discussion

Integration of Local Wisdom of Riau Malay Culture and Effect on Reading Skill

The majority of the residents of Riau Province and Riau Island are Malay. Malays in Riau province have a diverse range of cultural arts, allowing the attempt to maintain Malay culture to be sustainable (Yuliani, 2020). Therefore, Malay local wisdom has been integrated to several subjects in schools and universities in Riau Province and Riau Island. One of which

is through the local wisdom integration to improve students' English ability namely reading skill. A study conducted by Asnawi et al. have employed *Tunjuk Ajar Melayu* (hereinafter, *TAM*) text in teaching critical reading on university students (Asnawi et al., 2022). *TAM* promotes humanist principles that may be utilized to guide and support Malay way of life. If the Malay population absorbs and lives these ideals, they form its Malay identity. Furthermore, someone who has directed *TAM* may be described as someone who is praiseworthy, dependable, depended on, skillful, smart, wise, informed, and has an appreciation for cultural and religious values. Malay elders encourage younger generations not to substitute Malay Instruction in any sphere of life. Besides Qur'an and Sunnah, *TAM* is considered as a third guidance. The most crucial indicator in life is the presence and status of *TAM* for the Malay population. Its distribution can be conveyed in the form of works, namely pantun, gurindam, and poetry (Effendy, 2013). The norms and values of the ideal Malay existence are included in it. One way to maintain these values, teaching aids for critical reading of Malay instructional materials are provided. Teaching materials are a collection of learning tools or instruments that involve materials for learning, methodologies, limits, and evaluation methods. The usage of *TAM* texts is intended to read it more easily for readers to comprehend and collaborate regarding the Malay community's humanist attitudes and action (Asnawi et al., 2022). Furthermore, this initiative is a sort of cultural conservation that strives to preserve the beliefs, attitudes, and humanitarian conduct of today's Malay generations. As a result of this initiative, young Malays will be better equipped to become humanists and Malay leaders. The result of their study concluded that critical reading teaching materials should be designed in accordance with Malay cultural traits namely the features of *TAM* text. The findings of this study is *TAM* can be employed to enhance students' critical reading ability in order to foster student comprehension and humanist principles in daily life which is essential for overcoming the problems of language acquisition in the millennial era (Asnawi et al., 2022). It means that once students are encouraged to improve their critical reading through local wisdom text, they also preserve their cultural values implicitly.

Furthermore, Putri (2023) and Rozimela et al. (2021) also integrated local wisdom of Riau Malay Culture into teaching materials. They found that foreign cultures in English textbooks employed by their students did not correspond to the context in which students live (Putri, 2023; Rozimela, 2021). Indonesian culture instructs us to be respectful and to avoid breaking religious rules. Culture of Riau Malay is one of which that appreciates etiquette and excellent manners. The findings revealed that primary schools used English textbooks have

function in facilitating the improvement of learners' knowledge, but could not shape their characters with the nuance of Riau Malay culture. In short, students' demands in implementing Riau Malay culture characters have not been addressed. Therefore, they develop English materials by integrating culture of Malay Riau namely traditional of arts, games, buildings, attire, historical monuments, etc. The materials were designed to increase learners' language skills based on their requirements and the context of their surroundings. As a result, students acquire English quickly because it meets their requirements and is culturally relevant to students. By using English materials-based Riau Malay culture, students may learn English through their cultural background while filtering out the foreign culture. As a result, learners with Riau Malay characteristics can be formed through English classes. In addition, the findings showed that that local wisdom-based English reading teaching material are beneficial for increasing reading literacy (Putri, 2023; Rozimela, 2021).

Next, several researchers employed folklores of Malay from some regions in Riau and Riau island namely Kampar, Siak and Penyengat Island to enhance students' reading comprehension at junior high school, senior high school and university level (A. Agustina, 2018; P. Agustina et al., 2023; Gisfa, 2022; Yuliani, 2020). Reading comprehension is the action of comprehending written content. It is an interaction between the reader and the text. Reading is a purposeful action that allows us to get more information, science, and knowledge. Reading is also one of the most significant tools for learners since it allows them to obtain knowledge and meet their information needs. Comprehending information has been read is referred to as reading comprehension. It is a viable, analytical procedure that is dependent not just on understanding but also on the student's past experiences and knowledge. Folklore is a fiction story that is generated through the locals of a culture and consists of traditions unique to that culture that has been transmitted toward subsequent generations to generation that imparts life lessons (Yuliani, 2020). Folklore is a number of stories concerning animal and human, cultural myths, jokes and tales aimed to teach a moral lesson, provide crucial information and daily life lessons in an understandable manner style for all people that normally is shared between people orally (A. Agustina, 2018). Each story has a unique ending with a helpful moral message that may be learned from these stories.

Riau folklore is a collection of values and practices that is continuing to evolve throughout time alongside the advancement and development of civilization that performed by the inhabitants of the village and hereditarily within history. However, many young generations who are unfamiliar with folklore. Nevertheless, folklore have contribution in

forming students' characters, thus teachers should integrate local culture in English learning (Yuliani, 2020). There are several objective of teaching English reading through folklores namely investigating regional values as a manifestation of Indonesian variety, investigating the teaching and commitment to ethics and preserving local culture as a type of regional cultural love that promotes national culture (Gisfa, 2022). Gisfa (2022) found there were three folklores that inherited in Kampar sub-district namely *Datuk Lumpuh*, *Danau Kunci* and *Kerajaan Gunung Sahilan*. Whereas, Agustina (A. Agustina, 2018) reported that there were five folklores in Siak sub-district that can be employed in teaching reading comprehension namely *Kerajaan Siak*, *Umbut Muda*, *Kerajaan Gasib*, *Pusako*, and *Danau Naga Sakti*. In addition, Agustina et al.(P. Agustina et al., 2023) employed a folklore from Penyengat Island namely *Jangoi*. The findings also revealed that those folklores were appropriate to employ in teaching reading comprehension since they are from Riau and interesting to learn moral values based on local wisdom. As a result, this approach can improve the students' learning outcomes (P. Agustina et al., 2023). These folklores have been told for many years to young generations in order to comprehend the tradition and local values in their regions. These folklores convey cultural values and moral lesson from the ancestor to inherited generations. In short, the local stories can be utilized as reading materials for the students not only to enhance the students' vocabulary and reading skill, but also to preserve the cultural values of the local wisdom of the students.

In addition, accordance with *Merdeka Belajar* curriculum in Indonesia that the technology also can be integrated into teaching and learning process by incorporating local wisdom material into the educational program through the use of e-module, students gain cultural understanding of their local wisdom (Erni, 2023). In the e-module teachers can discuss several local wisdom of Riau namely *Songket Ybale* a Malay traditional batik handicraft of Riau to improve students' reading skill. The e-module based on local wisdom was proven can promote students' cultural understanding and enthusiasm in learning reading. Based on the description above, it can be concluded that the integration of technology in teaching material namely e-module can be used in learning English based on Riau Malay culture. Students must preserve their national identity, characters and values by implementing reading materials-integrated to local wisdom and technology in English learning.

Integration of Local Wisdom of Riau Malay Culture and Effect on Writing Skill

Writing is crucial in both daily life and educational achievement, yet it is one of the hardest abilities to acquire since it includes the collaboration and balancing of multiple steps and requires on a variety of linguistic and cognitive abilities (Kim et al., 2021). Nevertheless, Indonesian students' ability in writing text might be classified as poor. When it comes to creating a text, students frequently lack understanding as well as language and skill (Indrawati et al., 2022). This problem occurred due to the students' lack of vocabulary mastery, grammar and the textbooks used by the students were not appropriate with the students' need and did not include local wisdom aspect (Erni, 2023). Students' cultural awareness did not improve as the outcome of the textbook. Hence, the students need teaching materials that motivate them to learn writing and also is not monotonous for them. Thus, the students need teaching materials that interesting and motivate them in learning writing. Integrating local wisdom and technology in teaching materials can improve students' writing skills (Erni, 2023).

The study conducted by Indrawati et al. (2022) implemented e-module based on local wisdom which is relevant to students' need by integrating technology in improving their writing skill. The teaching material accordance with local wisdom of Kuantan Singingi was employed by the researchers for writing procedure texts at high school. Furthermore, the e-module content all of the needed requirements as teaching material for writing procedural text course for senior high school students. This e-module was meant to assist students enhance their abilities in producing procedural documents, and also to promote and foster local wisdom. Whereas, e-module is congruent with local wisdom also used to improve the creativity of the students in writing text. The result of study revealed that the topic chosen was more engaging and appealing to learners and fostered autonomous learning skills. The majority of the students felt that learning the through an e-module boosted their understanding of local culture. It was determined that implementing e-module integrated to local wisdom in the writing subject increased students' knowledge of local wisdom of Riau.

The findings described above concluded that the application of e-module with the integration of local wisdom of Riau Malay can promote the students' motivation in learning English since it utilized technology aspect that congruent with the students' demand and millennial learning style. In addition, the topic of the e-module namely local wisdom of Riau can engage the students' activeness in the activities of teaching and learning. Consequently, the use of local wisdom of Riau Malay in e-module not only improves the students' writing ability, but also their knowledge of Riau Malay culture.

Integration of Local Wisdom of Riau Malay Culture and Effect on Speaking Skill

Speaking ability is frequently utilized as a primary indicator of an English learner's performance in the setting of English Language Teaching in Indonesia (Renandya et al., 2018). People are prone to regard someone as a competent English speaker if he or she is able to communicate effectively (Ho, 2020). The similar trend occurs in many company in Indonesia, which generally conduct English interview in hiring new staff in order to investigate a candidate's English competence (Rido, 2020). It means that, speaking is crucial skill that should have by students before they graduate and compete in workplace. One method can be applied to improve students' speaking skill through English drama (Jismulatif & Dahnilsyah, 2019). The researchers found that the English Drama course in a university in Riau, was still based on materials from Western countries, such as books, scripts, and references. Nonetheless, what students learn and the stories created by foreign authors were different. The distance between Malay culture and Western cultures has been obviously seen in the setting of diverse culture. In fact, the students lack cultural context of the Western scripts that contribute to the lower comprehending of it. This gap could affect the students' motivation and their learning outcomes. Thus, it seemed to be urgency for an innovative method of instruction of English drama topic and learning materials in line with local wisdom. Despite the fact that the English Drama topic has been taught adequately and effectively, the students still do not have character values that will be useful in their lives. The researchers pointed out that instead of adopting foreign drama scripts, the students were encouraged to create their own scripts by combining Riau Malay folklore and Malay society-based characters. The study result revealed that after implementing Malay culture with local wisdom in drama contains both cultural roots and character qualities that have been profoundly embedded within the community can assist students in comprehending their own characters. As a result, there was significant effect on students' speaking skill after integrating local wisdom script in drama (Jismulatif & Dahnilsyah, 2019).

Furthermore, in this digital era millennial students get information immediately since they are familiar with the technology and internet. The advancement of technology contributes to positive and negative effect in students' life (Szymkowiak et al., 2021). In the positive aspect of integrate technology in students' learning process is its flexibility namely they can learn anywhere and anytime via e-learning (Dakhi et al., 2020). However, the negative effect of this ubiquitous technology is it can influence their life style and cultural values (Achmad, 2021). The researchers observed there was shifting to Korean Drama culture

in the students' life, thus they converted the millennial learners to appreciate and look for digital folklores to preserve Malay history while creating new unique stories through digital storytelling (Yuliani & Hartanto, 2021). The goal of this research's digital storytelling design was to preserve indigenous folklore among *Sakai* tribes, the indigenous tribes in Riau, Indonesia. The study conducted by Yuliani and Hartanto (2021) developed digital storytelling for junior high school students and conducted in English classes. The ancient traditions that employed by them entitled *Pawang Jaring Rusa* that organized into five movies that were divided into folklore and history (Yuliani & Hartanto, 2021). The findings of the study showed that designing of digital storytelling received good response from users. Additionally, data from research findings indicate that *Sakai's* digital storytelling was valuable to students in preserving Riau Malay heritage in English learning.

In conclusion, there were several ways have been implemented by previous researchers in order to improve the students' speaking skill and cultural values namely through drama and digital folklores. In English learning, students should not eliminated the cultural values of Indonesia, but can be viewed as an opportunity to promote Indonesian cultural values namely local wisdom of Riau. Therefore, young generation can hone their English skill for their future career without ignore their national identity and values.

CONCLUSION AND SUGGESTION

The results of this study found that local wisdom of Riau Malay Culture could be integrated to English learning namely to improve students' reading, writing and speaking skills. Integrating local wisdom into English learning can enhance the students' English ability, cultural awareness and values of Riau Malay Culture. This study shed in light in the integration of local wisdom of Riau Malay to improve students' English skills at various education levels. Besides, the integration of Riau Malay culture in English learning also enhanced students' cultural awareness and characters. Nevertheless, the researchers identified limitation on the study namely there were only 11 articles found by the authors discussed about the integration of local wisdom of Riau Malay culture in English learning. Therefore, the researchers recommend to the next researcher to conduct more studies accordance with local wisdom of Riau Malay culture in English learning especially in improving listening skill. These findings also inform future curriculum development by encouraging the inclusion of culturally relevant materials and local wisdom in English learning.

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