



Speaking Through Local Gastronomy: Project-Based Learning, Cultural Identity, and Oral Performance in Higher Education

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Abstract. Learning speaking skills in college still faces a number of challenges, especially related to students' low ability to build communication that is contextual, reflective, and rooted in local culture. Students tend to rely on written texts, use informal registers, and are not able to connect speaking practices with social meaning and cultural identity. This study aims to describe the implementation of Project-Based Learning (PjBL) based on local gastronomy in Surakarta in developing students' speaking performance, cultural awareness, and academic communication skills. The research uses a descriptive qualitative approach with the ADDIE development model combined with Research and Development (R&D). Participants consisted of ten students of the Indonesian Language Language Study Program in the Speaking Skills course. Data was obtained through observation, documentation, presentation transcripts, and speaking performance assessments. The analysis was carried out using the interactive models of Miles, Huberman, and Saldaña through the stages of open coding, axial coding, and selective coding. The results of the study show that local gastronomy projects encourage students to build more contextual and reflective communication. Students experienced an improvement in the aspects of mastery of the material and the structure of oral texts, but still faced obstacles in the aspects of rhetoric, expression, and cultural symbolic interpretation. Local gastronomy not only functions as a learning theme, but also as a medium for the formation of cultural identity and students' ideological awareness in academic communication. This research confirms that local culture-based PjBL can be an alternative approach that is more meaningful, authentic, and responsive to the cultural context in higher education.

Keywords: speaking skills; Project-Based Learning; local gastronomy; cultural identity; academic communication



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1. Introduction

Speaking skills are a core competency in language learning in higher education because they directly relate to students' ability to convey ideas, construct arguments, and participate in academic communication. However, speaking skills in higher education still face various challenges. Students are often able to compose written presentations but struggle to convey their ideas orally in a spontaneous, communicative, and reflective manner. This situation indicates that students' speaking skills have not yet fully developed as authentic communication practices. This phenomenon is evident in the learning process of the Speaking Skills course in the Indonesian Language Education Study Program. Based on initial observations, most students still display a

reliance on written texts during presentations, tending to read the script in full, using flat intonation, and lacking interaction with the audience.

The use of informal registers in formal academic situations is also still common. This situation indicates that students' speaking practice is still at the stage of text reproduction, rather than the ability to build lively and contextual academic communication. From a language education perspective, speaking is not only understood as a linguistic activity, but also as a social practice related to culture, identity, and ideology. Demuro and Gurney explain that language always carries social and cultural values that represent the experiences and social positions of its speakers. Therefore, students' speaking skills should not be understood merely as technical abilities, but also as the ability to construct social meaning through language. Another issue that emerged was students' poor ability to connect texts to cultural contexts.

Students were able to explain the content but were unable to interpret the cultural meanings inherent in the topics presented. As a result, their oral communication tended to be mechanical and lacked reflection. This situation indicated a gap between students' linguistic abilities and cultural awareness in academic communication practices. The use of spoken and written language is always influenced by the accompanying context. This opinion is supported by Sulistyono's study, which explains that the form of speech is influenced by social aspects such as who the speaker is, to whom the speech is delivered, and in what situation the communication takes place. Thus, speaking skills cannot be separated from the socio-cultural context in which language is used.

In the practice of speaking, students are not only required to speak formally, but also to understand the relationship between the content of the text and the cultural values of society. Kusá *et al.*, explain that understanding a text cannot be separated from the socio-cultural context that underlies it. Therefore, speaking learning should provide space for students to understand the relationship between language, culture, and the social realities of society. One approach that is considered relevant to address this problem is Project-Based Learning (PjBL). This learning model positions students as active subjects who construct learning experiences through authentic projects. In project-based learning, students not only receive information but are directly involved in the process of observation, exploration, collaboration, and presentation, making learning more meaningful and contextual.

Almulla explains that PjBL can increase student engagement in learning because they gain learning experiences that are more real and relevant to their lives. In addition, Kokotsaki *et al.*, state that project-based learning can develop students' critical thinking, communication, collaboration, and reflection skills through authentic learning activities. In the context of language learning, PjBL is also considered effective in improving speaking skills. Sirisrimangkorn found that the use of presentation projects in language learning can improve students' speaking fluency and self-confidence. Similar research by Darmuki *et al.*, showed that collaborative project-based learning can improve students' academic communication skills through exploratory and reflective activities. However, most of these studies still focus on improving general speaking performance and have not integrated local culture as a basis for learning.

Local culture has great potential to build more authentic and meaningful speaking skills. One form of local culture that is closely related to students' lives is regional gastronomy. Gastronomy is not only related to food, but also represents the history, social identity, traditions, and cultural values of a community. Through local gastronomy, students can understand how language is used to construct and represent cultural meaning. In this study, Surakarta's cultural gastronomy was used as the primary context for speaking lessons. Students were asked to explore various Surakarta culinary specialties, such as tengkleng (steamed rice), selat Solo (spicy Solo rice), nasi liwet (lime rice), and sate buntel (sate buntel), as the subjects of a speaking project. This activity not only honed presentation skills but also helped students understand the relationship between language and cultural identity.

The use of local gastronomy allows for the integration of language, text, and cultural context. Students not only compose presentation texts, but also interpret cultural symbols, social history, and societal values contained in the gastronomic objects presented. Curdt-Christiansen

and Weninger explain that language and text are ideological media that represent social identity and cultural values of a society. Thus, students' speaking practices are not only related to linguistic abilities, but also to the formation of cultural awareness and social identity. In addition, local culture-based speaking learning is also related to the development of multiliteracies and 21st-century communication. Chu *et al.*, explained that modern communication involves not only verbal skills, but also the integration of various forms of visual, digital, and multimodal communication.

In this study, students used visual media such as images and digital presentations to support the delivery of their gastronomy project. However, observations show that students still experience difficulties in the aspects of rhetoric and performative communication. Students tend to use flat intonation, minimal expression, and do not build interaction with the audience. Greenier emphasizes that rhetorical skills and confidence in speaking develop through authentic communication experiences and continuous reflection. Therefore, speaking learning needs to provide space for students to develop communication performance, not just the ability to convey material content. In the context of Javanese culture, students' speaking practices are also influenced by social and cultural politeness values. Students tend to speak cautiously and avoid overly confrontational expressions.

This suggests that local culture moderates how students construct academic communication. Based on the literature review, most research on PjBL still focuses on improving academic outcomes and general speaking skills, and has not examined how local gastronomy can be used as a medium for building cultural identity and ideological awareness in students' academic communication. This research gap serves as an important basis for this study. The novelty of this research lies in the use of Surakarta's local gastronomy as a medium for speaking learning that integrates students' communication performance, cultural identity, and social awareness within the PjBL framework. Based on these problems, this research focuses on how the implementation of PjBL based on Surakarta's local gastronomy can develop students' speaking performance and how local culture shape's identity awareness in students' academic communication practices.

2. Methodology

This research uses a descriptive qualitative approach with the ADDIE development model combined with Research and Development (R&D). A qualitative approach was used to deeply understand the project-based speaking learning process and the relationship between language, culture, and students' communication performance. The research participants consisted of ten students in the Indonesian Language Education Study Program at Raden Mas Said State Islamic University, Surakarta, who were taking the Speaking Skills course. The participants were selected randomly purposive because students are directly involved in the Surakarta cultural gastronomy project. The learning stages follow the PjBL syntax which includes determining basic questions, project planning, scheduling, project implementation, presentation of results, and learning reflection.

Students choose local gastronomic objects such as tengkleng, nasi liwet, selat Solo, and sate buntel to study and present orally. Research data was obtained through observation, documentation, presentation transcripts, and student speaking performance assessments. Data validity was verified through technical triangulation and source triangulation. Technical triangulation was conducted by comparing the results of observations, documentation, and performance assessments. Meanwhile, source triangulation was conducted through discussions with the lecturer and confirmation with students regarding the results of data interpretation. Data analysis uses the interactive model of Miles *et al.*, which includes data reduction, data presentation, and drawing conclusions. The analysis process is carried out through the following

stages, open coding, axial coding, and selective coding to find the relationship between speaking performance, presentation text, and local cultural context.

3. Results and Discussions

3.1 Project-Based Learning in Local Gastronomy-Based Speaking Learning

Implementation *Project-Based Learning* (PjBL) in this study shows that speaking learning becomes more active, contextual, and participatory when students are directly involved in local cultural projects. Through the exploration of Surakarta gastronomy, students not only learn to convey information orally, but also experience the process of investigation, observation, discussion, and reflection on the cultural objects being studied. According to Almulla, PjBL allows students to gain authentic learning experiences because learning is centered on exploratory activities and the completion of real projects. In this study, the local gastronomy project makes it easier for students to build communication because the topics presented are close to their social and cultural experiences. Students appeared more active during the learning process. Field data collection, local culinary observations, and presentations led to greater student engagement compared to lecture-based learning. One student explained the social history of culinary arts, *tengkleng* as follows:

"Tengkleng was born during difficult times because in the past, the indigenous people had difficulty buying meat, so they used goat bones as food." (KD/PJBL/01)

The data shows that students are not only describing food but are beginning to connect culinary delights to the social realities of Surakarta society. Another student explained the process of serving food, *tofu and rice cakes* in sequence:

"Kupat tofu usually contains ketupat made from cut rice, plus fried tofu, bean sprouts, and fried foods such as bakwan." (KD/PJBL/02)

The findings indicate that PjBL helps students develop the ability to explain information more systematically and communicatively. In addition, the use of visual media such as food images and culinary documentation helps students build multimodal communication. This is in line with the opinion of Chu *et al.*, that 21st-century communication demands the integration of verbal and visual skills in the learning process.

Table 1. Implementation of PjBL in Speaking Learning

Code Data	Key Findings	Indicator
KD/PJBL/01	Students connect culinary with social history	Contextualization of material
KD/PJBL/02	Students explain objects in a coherent manner	Presentation structure
KD/PJBL/03	Students use visual media during presentations	Multimodal communication
KD/PJBL/04	Students are more active in project discussions	Learning participation
KD/PJBL/05	Students conduct local culinary observations	Authentic learning

Based on these findings, PjBL based on local gastronomy is able to create more meaningful speaking learning because students are directly involved in the process of constructing knowledge and cultural experiences.

3.2 Cultural Identity in Students' Speaking Practices

The results of the study show that local gastronomy is not only a learning theme, but also a medium for forming students' cultural identity in academic communication practices. Curdt-Christiansen and Weninger explain that language and text are ideological spaces that represent the social identity of society. In this study, student presentations on local culinary arts show how

students view Surakarta culture as part of their identity. Students begin to understand that traditional food is not just a consumer product, but also a symbol of history, tradition, and community values. In the presentation on Solo Strait, students explain:

"The Solo Strait is actually influenced by Western culture, but has been adapted to suit the tongue of the Surakarta people."
(KD/IB/01)

The data shows students' awareness of the process of cultural acculturation in local gastronomy. In other data, students explain the social function of sun soup:

"Sun soup is usually served at celebrations or formal events because it is considered a special food."
(KD/IB/02)

This statement indicates that students are beginning to understand the relationship between traditional food and social practices. Furthermore, Javanese culture influences how students construct academic communication. Students tend to use careful and polite language during presentations. This indicates the influence of Javanese culture in students' speaking practice. Sulistyono explains that the form of speech is influenced by the social and cultural context in which the language is used. In this study, students preferred a subtle and non-confrontational communication style as a form of internalizing Javanese politeness culture.

Table 2. Representation of Cultural Identity in Student Presentations

Code Data	Key Findings	Cultural Representation
KD/IB/01	Solo Strait as a result of acculturation	Cultural negotiation
KD/IB/02	Sun soup as a festive food	Socio-cultural functions
KD/IB/03	Use of polite language during presentations	Culture of courtesy
KD/IB/04	Culinary is understood as a regional identity	Cultural awareness
KD/IB/05	Students connect food with history	Cultural memory

The findings indicate that local gastronomy-based speaking learning is able to build students' cultural identity awareness through academic communication practices.

3.3 Student Oral Performance in Local Gastronomy Presentation

Students' oral performance improved in terms of mastery of material and presentation structure, but still experienced obstacles in terms of rhetoric and performative communication. Greenier explains that speaking ability is not only related to mastery of content, but also the ability to construct rhetoric, expression, and interaction with the audience. In this study, students were able to explain the material quite well, but still displayed flat intonation and minimal expression. One student opened the presentation with the statement:

"Good morning, friends. Today I'm going to introduce one of Surakarta's culinary specialties: nasi liwet."
(KD/PL/01)

The data shows that students have grasped the structure of a formal presentation opening. However, some students still pause and repeat words when speaking spontaneously. Furthermore, their rhetorical questions are not accompanied by supporting expression and intonation.

"Tengkleng is... uh... a food made from goat bones that are boiled for a long time."
(KD/PL/02) *"Have you ever eaten tengkleng?"*
(KD/PL/03)

The questions were delivered in a flat tone, preventing them from building a strong connection with the audience. Other findings indicate that students tended to focus on delivering content rather than constructing performative communication. This was evident in the lack of visual contact and body language during the presentation.

Table 3. Students' Oral Performance in Presentations

Code Data	Key Findings	Performance Aspects
KD/PL/01	The opening structure of the presentation is quite good.	Text organization
KD/PL/02	There are pauses and repetitions of words.	Eloquence
KD/PL/03	Intonation is still flat	Rhetoric
KD/PL/04	Visual contact is still minimal	Audience interaction
KD/PL/05	Strong mastery of the material	Self-confidence

Overall, the students' oral performances demonstrated that the local gastronomy project helped them develop more contextual and confident academic communication. However, aspects of rhetoric, expression, and performative communication still require more intensive practice to enable students to develop more persuasive and reflective academic communication.

Discussions

Project-Based Learning in Local Gastronomy-Based Speaking Instruction

The findings of this study demonstrate that the implementation of Project-Based Learning (PjBL) grounded in local gastronomy can create a more contextual and meaningful speaking learning environment for university students. Through a Surakarta culinary exploration project, students not only acquired formal speaking experience but were also actively engaged in the processes of observation, investigation, discussion, and cultural reflection. These activities transformed speaking instruction from a predominantly theoretical exercise into a communication practice closely connected to students' social experiences. Almulla asserts that PjBL is a learning approach capable of enhancing student engagement because learners gain authentic learning experiences through real-world project activities.

Consistent with this, Maros *et al.*, empirically confirmed that project-based learning creates a relevant and meaningful learning environment for students. The findings of the present study indicate that the local gastronomy project facilitated students' comprehension of the subject matter and strengthened their confidence in delivering presentations. Research findings reveal that students were able to develop more active speaking skills because the topics they studied were emotionally and culturally proximate to their lived experiences. When students explained the social history of tengkleng as a dish born from the economic hardships of past communities, they were effectively constructing relationships among language, social experience, and cultural knowledge. This activity illustrates how project-based learning enables students to construct meaning through direct experience.

Kokotsaki *et al.*, contend that PjBL encourages students to develop critical thinking, communication, collaboration, and reflective skills through authentic learning activities. This is further supported by Novianti and Kusumayanthi, who found that active student engagement in PjBL is strongly associated with improved speaking ability, as students are directed toward meaningful tasks that require genuine language use. In the present study, students did not merely convey information about traditional foods; they also attempted to understand the social background and cultural values embedded within those foods, thereby transforming speaking instruction into a process of cultural interpretation rather than simply practicing the delivery of presentation texts. Furthermore, the implementation of the local gastronomy project also demonstrated the development of students' multimodal communication competence.

Students employed images, visual documentation, and digital presentation media to support their oral explanations. This finding is consistent with the position advanced by Chu *et al.*, who argued that 21st-century communication skills require not only verbal proficiency but also the capacity to integrate diverse forms of visual and digital communication. Lim and Tan-Chia further emphasize that multimodal literacy constitutes an essential 21st-century competence, given that

digital technology has fundamentally transformed how humans construct and share meaning across various communicative contexts. The use of visual media in this study helped students explain gastronomic objects more concretely and communicatively, simultaneously strengthening their multimodal communication skills within an academic context.

Project-based learning also affords students the space to develop more autonomous and reflective learning practices. Greenier explains that PjBL can foster the development of learner autonomy because students are directly involved in the processes of information-seeking, decision-making, and presenting project outcomes. This view is reinforced by Pham, who found that participation in language-based projects significantly promotes learner autonomy as students assume full responsibility for their learning processes and outcomes. In this study, students independently selected gastronomic objects to present, gathered cultural information, and developed their own presentation strategies. These conditions suggest that PjBL supports the cultivation of student accountability toward their own learning trajectories.

Consequently, the implementation of local gastronomy-based PjBL in this study functioned not merely as a speaking instruction strategy but also as a pedagogical approach that enabled students to construct authentic, reflective, and contextually grounded learning experiences through local cultural practice.

Cultural Identity in Students' Speaking Practices

The research findings indicate that local gastronomy plays a significant role in cultivating students' cultural identity awareness within academic communication practices. Students began to recognize that traditional food is not solely concerned with consumption but also represents the social history, traditions, and identity of the Surakarta community. Curdt-Christiansen and Weninger explain that language and text function as ideological media representing the values, identities, and social positions of communities. In the context of this study, students' presentations on local gastronomy can be understood as a form of representational practice through which students articulate their perceptions of their own regional culture.

This argument is supported by Barzallo-Neira and Pulido-Fernández, who demonstrated that gastronomy constitutes an expression of a community's cultural identity, encompassing dimensions of history, tradition, and social values transmitted across generations. When students explained that *selat Solo* is a product of the blending of Western and Javanese culinary cultures, they were effectively constructing awareness of the processes of cultural negotiation and acculturation within Surakarta society. These findings suggest that speaking instruction grounded in local gastronomy enables students to understand culture as a dynamic and continuously evolving phenomenon rather than a static heritage. Students no longer regard local culture as a fixed legacy but as an identity capable of being reinterpreted within the discourse of modern academic communication.

Tovares and Gordon explain that food discourse is always deeply intertwined with ideology, identity, and the social positioning of its speakers, insofar as the way individuals speak about food reflects their cultural values and experiences. Similarly, Mwangi and Mwalongo affirm that gastronomic diversity contributes to the formation of cultural identity and the socioeconomic development of local communities. In this study, students demonstrated an emerging capacity to connect local culinary culture with regional identity as an integral component of their academic communication practices. Demuro and Gurney explain that language is inherently bound to the social and cultural experiences of its speakers. Accordingly, students' speaking practices cannot be separated from the cultural context that shapes their cognitive frameworks and communicative behavior.

In this study, students exhibited a consistent tendency toward polite, careful, and non-confrontational communication styles throughout their presentations. This condition reflects the influence of Javanese culture—particularly the principle of *unggah-ungguh*—on students' academic speaking practices. Sulistyono explains that an individual's speech form is shaped by

the social and cultural context in which language is used. Nurjaleka *et al.*, further demonstrate in their study of Javanese politeness culture that the principle of unggah-ungguh governs how Javanese speakers construct verbal interaction, as politeness is understood as a core value that sustains social harmony within the community. Wijayanto similarly found that the concept of tri panata in Javanese culture influences speakers' selection of lexical items, registers, and communicative strategies in social interaction.

In this study, these cultural influences manifested in students' preference for calm, measured speech and their avoidance of overly assertive expressions during presentations. These findings collectively indicate that students' speaking performance is shaped not only by their linguistic competence but also by the cultural values they have internalized through their daily lives. Huda argues that sociocultural context constitutes an important moderating factor in how individuals construct communication. The use of local gastronomy in speaking instruction also facilitated an emotional connection between students and the learning material. When students discussed traditional foods familiar to their own lives, the communicative process became more natural and reflective.

Baynat explains that gastronomy can serve as a convergence point between language and culture, as culinary experiences are always embedded in social narratives and community values. This condition demonstrates that local culture can function as an effective pedagogical medium for constructing speaking instruction that is more meaningful and grounded in students' social experiences.

Students' Oral Performance in Local Gastronomy Presentations

The findings of this study indicate that students' oral performance showed improvement in the areas of content mastery and presentation structure; however, challenges persisted in the dimensions of rhetoric and performative communication. Students appeared more confident when explaining local gastronomy topics, yet the majority still encountered difficulties in building expressive intonation, emotional expression, and meaningful interaction with the audience. Greenier explains that speaking competence encompasses not only the ability to convey content but also the capacity to construct rhetoric, emotional expressiveness, and communicative rapport with the audience. This perspective is reinforced by Cheng, who reviewed multiple studies on oral presentation in higher education and found that eye contact, intonation, and audience interaction are critical components distinguishing effective speakers from less proficient ones.

In this study, students demonstrated the ability to organize more systematic presentations through coherent opening, body, and closing sections, reflecting their growing understanding of formal academic communication structures. Improved content mastery also contributed to a reduction in students' reliance on written texts during delivery. Sirisrimangkorn contends that project-based learning can enhance students' confidence in speaking practice because learners possess direct experiential knowledge of the topics being presented. Waluyo and Rofiah found, in their study of EFL university students, that self-confidence is a critical variable influencing the quality of oral presentations, encompassing aspects of content organization, fluency, and audience interaction.

Hidayad *et al.*, further demonstrate that increased self-confidence not only improves presentation performance but also encourages students to respond to audience questions more reflectively and constructively. In the present study, the proximity of the gastronomy topics to students' cultural experiences served as a key factor in fostering their communicative confidence. Nevertheless, rhetoric remained a principal weakness in students' oral performance. They tended to employ monotonous intonation, limited facial expression, and minimal eye contact throughout their presentations. Additionally, the use of pauses, repetitions, and spontaneous hedging expressions such as *eee* and *anu* (Javanese filler words) was frequently observed in students' speech. These characteristics indicate that students remain at the stage of informative

communication and have not yet fully developed the expressive and persuasive dimensions of performative communication.

Beltran-Palanques argues that effective academic communication requires the integration of verbal and nonverbal meanings, including the deployment of visual cues, body language, and deliberate eye contact to sustain audience engagement. In academic communication, speaking performance is thus determined not only by the substance of the content but also by the speaker's capacity to cultivate audience involvement through multimodal expression. This rhetorical weakness is also attributable to the students' cultural context. In Javanese culture, communication is frequently governed by principles of politeness and emotional self-restraint, which renders overly assertive expression socially inappropriate. Wijayanto explains that the principles of *tri panata* in Javanese culture guide speakers in navigating social interaction, such that aggressive or forceful expression is perceived as a violation of communal norms.

Consequently, students prioritized the maintenance of communicative harmony over the construction of assertive or persuasive rhetoric. Liu *et al.*, found that raising students' audience awareness through online role-reversal activities effectively promoted the development of rhetorical competence and performative expression, as students gained direct insight into the audience's perspective. This finding implies that speaking instruction in higher education must balance content mastery, rhetorical proficiency, and cultural sensitivity to support the holistic development of students' communicative competence. Furthermore, the use of local cultural projects in this study was demonstrated to support the development of students' self-confidence, given that they were speaking about subjects closely connected to their lived experiences.

Huang and Sun similarly found that PjBL improves students' speaking abilities, particularly in vocabulary and fluency, especially when project topics maintain direct relevance to students' cultural contexts. Darmuki *et al.*, further affirm that collaborative project-based learning models can enhance students' academic communication competence through exploratory and reflective activities that integrate local culture as the foundation of instruction. The findings of this study therefore suggest that the oral performance of students in local gastronomy presentations supports the development of academic communication in a more contextually grounded manner. Nonetheless, sustained strengthening of rhetoric, performative expression, and audience interaction remains necessary so that students can ultimately construct academic communication that is expressive, persuasive, and genuinely interactive

4. Conclusions

Implementation Project-Based Learning (PjBL) based on Surakarta's local gastronomy has been proven to be able to create more contextual, authentic, and participatory speaking learning in higher education. Through a local culinary exploration project, students are directly involved in the process of observation, information compilation, discussion, and presentation so that learning is no longer centered on the reproduction of written texts, but develops into a more meaningful communication experience. The use of local gastronomy as a project theme helps students build mastery of the material and presentation structure more systematically because the topics studied are close to their social and cultural experiences. In addition, the implementation of PjBL also encourages the development of multimodal communication through the use of visual media and digital presentations in academic speaking practices.

This research also shows that local gastronomy plays a significant role in building students' cultural identity awareness in academic communication practices. Students begin to understand that traditional culinary is not only related to food, but also represents the social history, traditions, cultural values, and acculturation processes of the Surakarta community. Student presentations on Solo Strait, tengkleng, and sun soup This study demonstrates that spoken language and texts function as spaces for cultural representation and social identity. Furthermore, Javanese politeness culture influences how students communicate, particularly in their use of diction, intonation, and speaking style, which tends to be subtle and non-

confrontational. Thus, students' speaking practices cannot be separated from the sociocultural context that shapes their communication behavior.

In terms of oral performance, students showed progress in their mastery of material and presentation structure, but still experienced challenges in rhetoric and performative communication. Most students still used monotonous intonation, limited expression, and minimal visual contact during presentations. This condition indicates that students are still at the informative communication stage and have not fully developed persuasive and interactive communication skills. Therefore, speaking lessons in higher education need to provide more intensive performative practice spaces so that students are not only able to convey material content but also able to build academic communication that is expressive, reflective, and rooted in the local cultural context.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The research data that supported the results of this study was obtained through learning observations, documentation of local gastronomy projects, transcripts of student presentations, and assessment of the speaking performance of students of the Tadris Bahasa Indonesia Study Program. The data is not publicly available because it contains academic information and participant identities that are protected based on research ethical considerations. Nevertheless, research data may be obtained from the authors of correspondence on a reasonable request for academic and research interests.

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Conflicts of Interest

The author stated that there was no conflict of interest in this study. The entire research process is carried out independently without the influence of personal or institutional interests that can affect the interpretation and reporting of research results. Research supporters have no role in research design, data collection, data analysis, manuscript writing, or decisions to publish research results.

Appendix

The appendix contains research instruments used in the data collection process, including learning observation sheets, speaking performance assessment rubrics, guidelines for analyzing local gastronomy projects, and student presentation documentation formats. This attachment also includes examples of student presentation transcripts used in the qualitative data analysis process.

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