IMPROVING ENGLISH LANGUAGE LEARNING OUTCOMES THROUGH THE IMPLEMENTATION OF CULTURALLY RESPONSIVE TEACHING (CRT) APPROACH

Andyka Fajar Putra M[1], Amra Ariyani[2], Nurhaeda Badaruddin[3]

[1,2,3] Universitas Negeri Makassar

E-mail: [1]dykadyka89@gmail.com , [2]amra.ariyani@unm.ac.id*,
[3]nurhaedabadaruddin23@guru.smp.belajar.id

*corresponding author

Abstract

English has been a compulsory subject for all students in Indonesia for a long time. In an era of globalization in almost every field, English is increasingly used. There are many approaches that a teacher can give to their students so that English learning can be accomplished well and students can understand it. The study aims to determine the improvement of English learning results through the application of Culturally Responsive Teaching (CRT) Approach to Class VIII.5 students in UPT SPF SMPN 18 Makassar using Classroom Action Research Method (PTK). The subjects of this study are students of VIII-5 consist of 27 students. The object of the study is the result of learning English. The objective of the study is to identify and analyse the effectiveness of the Culturally Responsive Teaching (CRT) approach to improving English learning outcomes. Data is collected using learning outcome tests and analysed. Study results show that student learning results increase from cycle 1 to cycle 2. So it can be concluded Culturally Responsive Teaching (CRT) approach can improve student learning outcomes in class VIII.5 UPT SPF SMPN 18 Makassar school year 2023/2024 in two cycles.

Keywords— *Learning Outcome, English, Culturally Responsive Teaching (CRT)*

INTRODUCTION

In the era of globalization and current competition, English education is very important. English not only serves as a way to communicate with people around the world, but also as a way to gain more knowledge, employment, and opportunities for personal development. Therefore, good English language skills are essential for learners.

Learner-centered approaches are becoming increasingly recognized as effective and relevant approaches to English language learning. A learner-centered approach allows teachers to better understand the unique needs, interests and characteristics of each student. Thus, learning can be designed to meet students' unique needs, provide the most motivation, and improve learning outcomes.

The learning process is an interaction between teachers and students to achieve the goals that have been formulated. In a teaching and learning process, there is one aspect that determines the success of these goals, namely the application of the right learning model. The success of learning when viewed from an external aspect must be supported by at least three components, namely the ability of the teacher, the availability of facilities, and the support of the ability of technicians. If we look again, it turns out that the teacher cannot ignore the purpose of learning which is used as a direction to be achieved.

The learning model is a method used by a teacher to conduct an interaction process with

students in the classroom during learning activities. The application of the right model in the learning process can improve student learning outcomes. In general, the education and teaching process in schools today is still traditional, namely the teacher explains the learning material and students listen.

One of the approaches that can be applied in learning English is the Culturally Responsive Learning Approach is one of the learning approaches that can be used in the learning process that accommodates the cultural background of students so that learning becomes meaningful. This approach asserts that every student has the same right to learn, regardless of their cultural background. By using a culturally responsive education approach, teachers can enable students to be actively involved in communicating and cooperating with their peers without considering their cultural background. Thus, a culturally responsive educational approach can be considered as 21st century skills development.

The era of globalization has brought the impact of fading culture and cultural identity in Indonesia (Mubah, 2011) as well as the erosion of nationalism values in the younger generation (Suryono, 2008). This causes behavioral deviations due to the lack of culture-based learning guidelines (Lonto, 2015). Education not only improves the ability of students in the aspect of knowledge, but also has the ability to become agents of change, character, and culture in facing future challenges (Rahmawati et al., 2020).

Facing these conditions, it is required to be able to innovate by creating learning media that is close to the cultural background and character of students, so as to help students have a scientific attitude, namely thinking rationally, being curious about new ideas, thinking openly, objectively and not easily believing in superstition (Ataha & Ogumogu, 2013). Learning that integrates local culture and science is known as ethnoscience. Learning with an ethnoscience approach is important to explore and empower the original knowledge of the community that has been embedded in students to be studied towards formal science through learning at school (Khoiri & Sunarno, 2018).

Educators need to realize the close relationship between culture and the way students think. Integration of learners' cultural background is an effort to bring learners closer to the learning context and learners' awareness of their cultural identity (Rahmawati & Taylor, 2018). One of the learning models that relates learning to learners' culture is the Culturally Responsive Teaching (CRT) model which is a learning approach that uses cultural knowledge, learners' experiences and learners' learning styles to create more meaningful learning (Gay, 2010).

LITERATURE REVIEW

The Culturally Responsive Teaching (CRT) learning approach, also known as culturally responsive teaching, is a theoretical and practical educational model that not only aims to improve learner achievement, but also helps learners accept and strengthen their cultural identity. According to Ladson-Billing (1995: 164) there are three propositions of culturally responsive education, namely: first, learners achieve academic success; second, learners are able to develop, and have cultural competence, and learners build critical consciousness so that they can participate in overhauling an unjust social order.

Therefore, culturally responsive education is also constructivistic learning (Alexon 2010:14). This approach integrates the principles and characteristics of learners, especially cultural backgrounds in the learning process, so that various learning methods are used in learning (Rahmawati, 2018). According to Gay (2000), Culturally Responsive Teaching (CRT) is integrated through the extent of cultural knowledge possessed by learners, learners' experiences, and diverse learning styles in order to provide a more meaningful learning experience.

In the context of Indonesia with a diversity of values, beliefs, ethnic groups and various cultural backgrounds, this affects the values and behavior of learners, and teacher-learner

interactions (Rahmawati et al., 2019). Therefore, there is a need for a Culturally Responsive Teaching (CRT) approach that can incorporate Indonesian culture into learning. Learning becomes more meaningful for learners by introducing them to the culture of their daily lives in the classroom (Abramova & Greer, 2013).

METHODS

The method used for this research is to use the Classroom Action Research method, which means research conducted in a classroom to determine the results of the actions applied to the research subject. More broadly, action research is research that focuses on implementing certain actions on a group of subjects to improve quality or solve problems. After the implementation of the action, additional actions are given to improve the results even better.

Classroom action research or PTK is a research subject conducted in 1 class that will be carried out certain actions or treatments and in this case it is carried out in 2 cycles. The research site was UPT SPF SMPN 18 Makassar. The students involved in the study were students of class VIII-5 in the first semester of the 2023/2024 academic year. Learning English is the subject of the research. Data on English learning outcomes were collected through learning outcome tests. Then, this data was analyzed descriptively qualitatively. This study was declared successful if it met the following success criteria: the average value of English learning outcomes at least KKM = 80 and classical completeness at least 85%.

The stages of each cycle consist of planning, action implementation, observation, reflection and recommendation. The planning stage is the initial step to design learning which consists of determining competency standards, basic competencies, and indicators, determining learning materials, making lesson plans, determining learning models, and preparing materials, media, facilities that will be used.

The planning stage is the first step to designing learning which consists of determining competency standards, basic competencies, and indicators, determining learning materials, making lesson plans, determining learning models, and preparing materials, media, and facilities to be used.

In the reflection stage, the data obtained from the first cycle learning implementation activities will be analyzed, the results of the analysis will be used as material for reflection, in the sense that the advantages and disadvantages during the learning process determine whether the learning process is successful or not. The implementation of the reflection will be used to make a new action plan that will be implemented in the next cycle. While recommendations contain suggestions for improvements that teachers should make in the next cycle.

Kurt Lewin, Ebut, Elliot, Kemmis & Taggart, Mc Kernan, Hopkins, and others have developed several models of classroom action research. Basically, all these models have one thing in common: they operate as cycles. The classroom action research procedure used in this study is the classroom action research model developed by Kemmis, S. & Mc. Taggart, R., as cited by Arikunto. This model is the most commonly used classroom action research model in Indonesia. The action research design is presented in Figure 2 as follows

Figure 1: Classroom Action Research Procedure

Figure 1 above shows that one cycle consists of four steps, namely first planning, second implementation, third observation, and fourth reflection. Each step in the cycle can be explained as follows.

1) Planning is the steps taken by the teacher when starting the action. The activities carried out are to compile an activity plan, including: when and how long it is done, where it is done, if equipment or facilities are needed, what form it takes, and if it is finished, what is the follow-up.

2) Implementation is the implementation of the plans that have been made and carrying out learning in accordance with the Culturally Responsive Teaching CRT Approach.

3) Observation is the process of observing the course of action implementation. Things that are observed are recorded in the daily record format, including the suitability between planning and implementation of actions.

4) Reflection or known as a reflection event. All actions should be considered in this reflection, and this is a very important thing to note. We as teachers are asked to recall the events that occurred during the implementation of the action; they are also asked to state whether they are happy or not; and they are also asked to give their opinions and suggestions for the next cycle.

RESULTS
Initial Condition

Based on the results of the initial test (pre-test) given to students in class VIII-5 before the implementation of the action, the data obtained that the students' learning outcomes were still below average. The highest score obtained was 90 and the lowest score was 50 with an average score of 72 or a classical completeness presentation of 49%. From the results of the pre-test data, it can be stated that students in class VIII-5 semester 1 UPT SPF SMPN 18 Makassar have not yet completed learning English, because some students still score below the Minimum Completion Criteria (KKM) in English lessons that have been determined, namely with a score of 80. Therefore, further research is needed related to English learning methods that can improve students' abilities and learning outcomes.

Pre-Cycle Presentation Results (Pre-Test)
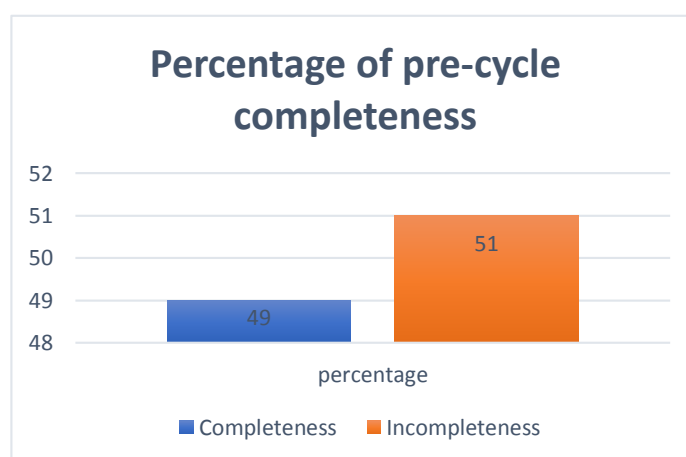
Cycle 1
Planning during cycle 1 is the initial part of PTK or classroom action research carried out at UPT SPF SMP Negeri 18 Makassar with the class in which the action is carried out is class VIII-5.

1. Action planning

   Action planning activity I was carried out on July 25, coinciding on Tuesday. In the planning stage the teacher makes teaching modules that use the PBL learning model, prepares learning support facilities such as LCD, Laptop and LKPD and appropriate assessments, prepares (teaching materials) in accordance with the scope of the material that has been determined.
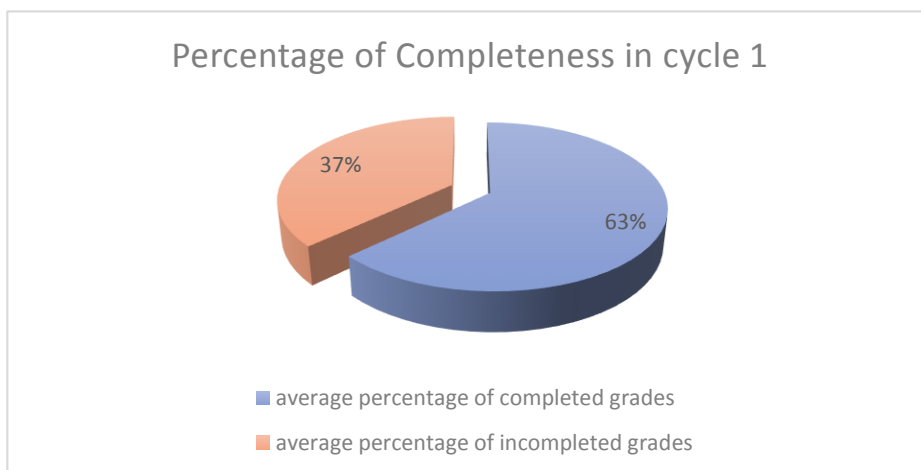
2. Implementation of action

   The activity of implementing action I was carried out on Tuesday, August 1 to August 2 (1 cycle). In the action implementation stage the teacher carries out the English learning process by implementing the Culturally Responsive Teaching (CRT) approach In general, learning activities include Introduction, Core and Closing. This first cycle was conducted for 2 meetings.

3. Observation

   During the implementation of the action, the teacher conducts observation or observation to see the response and involvement of students during the learning process. The progress that began to be seen from students was the beginning of collaboration in solving the tasks given, students began to be confident when some groups had succeeded in finding solutions to the tasks that had been given, there were groups that still tended not to cooperate in completing tasks, and during the final presentation some groups were still less confident in expressing their opinions or the results of their work and were still dominated by groups that had more ability and confidence in presentation. However, overall it can be said that students become more enthusiastic and motivated in learning English using the Culturally Responsive Teaching (CRT) approach.

After the pretest treatment, there was an increase in the scores of the learners. Namely in cycle I, the lowest score was 64, the highest score was 92, and the average score was 80 with a classical completeness presentation of 63% of the minimum completeness required was 85. From the results of these scores it can be concluded that the results obtained by students after giving action in cycle I, show that there is an increase in learning outcomes. However, because there are still some students whose scores are still below the average or below the KKM, it is still necessary to take action again in cycle II.

Results of Classical Completeness Presentation Cycle 1

Percentage of Completeness in cycle 1

- 37%
- 63%

■ average percentage of completed grades
■ average percentage of incompleted grades

4. Reflection

Based on the actions that have been carried out in cycle I, the researcher feels that the implementation of action I has an impact on improving student learning outcomes. Broadly speaking, students look enthusiastic in learning, there is starting to be interaction and student-centered learning. Furthermore, improvements will be made in cycle 2 to be able to achieve the expected minaml completeness.

Cycle 2

Based on the results of evaluation and reflection carried out in cycle I, then in cycle II, students were again given English learning treatment by applying the Culturally Responsive Teaching (CRT) approach.

1. Action planning II

Action II planning activities were carried out after the reflection of cycle I was carried out, starting on Thursday, August 4, 2023. In the planning stage the teacher designs learning instruments, teaching modules, and appropriate assessments. In addition, the teacher also evaluates improvements from cycle 1 that have been running.

2. Implementation of action

The activity of implementing action II was carried out on Tuesday and Wednesday, August 8 to 9, 2023, which was implemented in 1 cycle. At the action implementation stage, the teacher carries out the English learning process by re-applying the PBL Learning Model. As in cycle I, the teacher again divided students into several groups in cycle II action. After being formed into several groups, students then in groups carry out and explore tasks from the teacher. After being given the second action, students are then given a final test as (post-test) to determine the improvement and progress of English learning outcomes.

3. Observation

Based on the results of observations made, it is known that students become more enthusiastic and enthusiastic in learning English using the PBL learning model. This is also supported by the acquisition of student learning outcomes that continue to increase. The acquisition of scores in cycle II is the lowest score of 72, the highest score reached a score of 98, and an average score of 85 with a presentation of classical completeness of 82% of the required minimum completeness is 85. From the results of these scores it can be concluded that the results obtained by students after providing action in cycle II, show that the English learning outcomes of students have improved quite well.

Based on the implementation that has been carried out by the teacher, data or information about learning outcomes can be obtained such as all students are very enthusiastic and active in participating in learning with the PBL learning model, the learning material provided and the design prepared by the teacher in the learning process helps students in improving their learning outcomes, the teacher has sufficient time to supervise or control students in the learning process, students begin to be confident in expressing their opinions and answering teacher questions, each group has built good collaboration, in the presentation session or displaying group work, students have been able to present the results of their group work even though there are still groups that are still difficult in composing their words in the presentation. In the reflection section, students feel happier and happier because learning is designed by centering learning on students.

Results of Classical Completeness Presentation Cycle 2
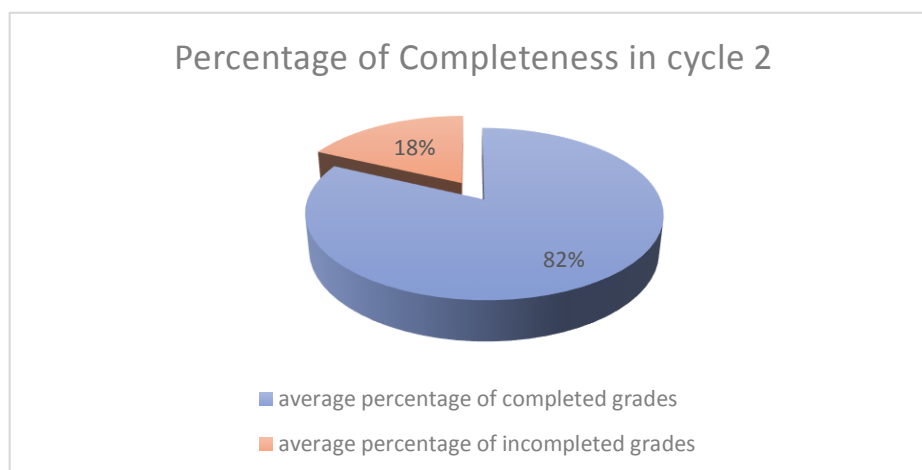
4. Reflection

At the end of cycle II, the teacher as a researcher reflects by reviewing, seeing and considering the results or impact of the actions that have been taken. At this stage, the teacher as a researcher analyzes the results of the tests that have been carried out in cycle II to determine the advantages and disadvantages of the learning methods that have been used. Based on the results of the reflection, the researcher can make revisions to the next lesson plan.

DISCUSSION

The following is a summary of the results of the implementation of student learning in English through the application of the Culturally Responsive Teaching (CRT) approach model from Initial Conditions, Cycle I and Cycle II.

Statistic	Pra-Cycle	Cycle 1	Cycle 2
(mean)	72	80	85
Number of completed grades	13	17	22
Number of incomplete grades	14	10	5
Classical completeness	49	63	82

In the implementation of English language learning for students in class VIII-5 at SMP Negeri 18 Makassar through the application of the Culturally Responsive Teaching (CRT) approach, students in class VIII-5 at SMP Negeri 18 Makassar in Cycle I and Cycle II have experienced an increase from the initial conditions of students' learning outcomes, namely in the initial condition, the average value was 72 with a total of 13 complete scores and 14 incomplete scores or with classical completeness of only 49% of the minimum classical completeness that must be achieved, namely 80%. In cycle I it increased with an average value of 80, and in cycle 2 it reached 85.

The number of completed scores was 18 and the number of incomplete scores was 9 with classical completeness reaching 67%. Furthermore, in cycle II it also increased with an average score of 86, the number of completed scores was 24 and the number of incomplete scores was 3, with a classical presentation reaching 89% or reaching the minimum value of

classical completeness which is 80% with a KKM of 80.

The application of the Culturally Responsive Teaching (CRT) approach has an impact on improving student learning outcomes where students are more motivated, increase interest and learning experience and encourage students to be more active both independently and working in groups.

CONCLUSION

Based on the research results described above, it can be concluded that the application of the Culturally Responsive Teaching (CRT) approach model effectively improved the English learning outcomes of students in class VIII-5 at UPT SPF SMPN 18 Makassar in the first semester of the 2022/2023 academic year in two cycles. The results of this study have important implications for English teachers, as they can use the Culturally Responsive Teaching (CRT) approach as an effective strategy to improve their students' learning achievement.

REFERENCES

Abramova, I., & Greer, A. (2013). *Ethnochemistry and human rights. Chemistry and Biodiversity*, 10(9), 1724–1728

Alexon. 2010. *Pembelajaran Terpadu Bebasis Budaya.* Bengkulu: FKIP UNIB Press

Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.

Ataha, U. C. & Ogumogu, A.E. (2013). *An investigation of the scientific attitude among science students in Secondary schools in Edo South Senatorial District Edo State*. Journal of Education and Practice, 4(11), hlm. 12-16

Baswedan, A. (2023). *Pendidikan untuk masa depan: Transformasi sistem pendidikan indonesia*. Kompas.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College Press

Khoiri & Sunarno, (2018). *Implementasi Model Pembelajaran STEM: Science, Technology, Enginering, and Mathematic*. Jurnal Kajian Pendidikan Sains, Vol. IV No. 02

Ladson-Billings, Gloria. 1995. "*Toward Culturally Relevant Pedagogy"* Dalam *American Educational Research Jurnal*, 32(3), 465-491

Lonto, A.L. (2015). *Pengembangan Model Pendidikan Karakter Berbasis Nilai Sosio-Kultural.* Ristekdikti, Volume 31, No. 2,

Mubah, A. S. (2011). *Strategi meningkatkan daya tahan budaya lokal dalam menghadapi arus globalisasi*. Jurnal Universitas Airlangga, 24(31), 302–308.

Nurhayati, S., & Musthafa, B. (2022). *Penerapan Model Pembelajaran Berbasis Masalah dalam Meningkatkan Kemampuan Berbahasa dan Keterampilan Berpikir Kritis Siswa.* Jurnal Pendidikan Bahasa dan Sastra Indonesia,(2). 125-138.

Rahmawati et al, (2020). *Analysis Of Basic Learning During Pandemy In Madrasah Ibtidaiyah.* Journal of Primary Education, Vol. 1 No. 2,

Sari, D., & Rahman, A. (2021). *Penerapan Model Pembelajaran Berbasis Masalah untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa* . Jurnal Pendidikan dan Pembelajaran, 8(2), 173-185.

Suryono, H. (2008). *Konfigurasi Identitas Nasional, Nasionalisme Dalam Era Globalisasi Suatu Harapan Dan Tantangan.* jurnal.fkip.uns.