

CHAPTER I

INTRODUCTION

This chapter contains the study's background, Formulation of the Problems, objective, Significance, and Limitations.

1.1 Background of the Study

Quality education has cultural value, and awareness of the importance of culture is expected to strengthen national identity through culture. In Dedy Setyawan's research, he quoted from Sastrapratedja that a nation needs identity because building a nation is building the identity of a community called the nation [1]. Education empowers human potential to inherit, develop, and create the culture and civilization of the future [1]. A cultural approach in English education is critical because it allows students to connect more deeply with the subject matter and their learning environment. CRT helps recognize and value students' cultural backgrounds, promoting inclusivity, positive learning experiences, and increased student engagement [2]. Additionally, this approach allows the Lecturer to adapt teaching strategies and lesson materials to suit students' cultural needs and interests, which in turn can improve their understanding and academic achievement [2]. Therefore, CRT facilitates students in improving their speaking skills through a cultural approach.

The cultural approach to learning to speak is essential in improving English as a foreign language (EFL) skills in the classroom. By including cultural elements in the learning process, students can more easily understand appropriate contexts and situations when communicating verbally. This is in line with the opinion of Hasbullah, who says that education is often interpreted as a human effort to develop one's personality based on the values of society and culture [3]. Paulina Pannen states that in Culture-Based Learning, culture becomes a method for students to transform the results of their observations into creative forms and principles about nature [3]. This approach allows students to learn language structure and vocabulary and understand the customs, norms, and values contained in the culture.

Thus, students will be more confident in using English orally because they can understand and respond appropriately to appropriate situations in their local culture.

This research sees Speaking Skills as something that is very much needed in the delivery of information about culture. Speaking to improve the quality of life is not merely saying but communicating in an engaging, informative, entertaining, and influential manner [4]. According to Wahdiah in Nurain's research [5], communicating between persons from various cultures necessitates a more thorough knowledge or comprehension. Essentially, there is no existence without communication, let alone the human being as a social creature who is always reliant on others or unable to live independently [5]. Communication is the most crucial part of social life since it facilitates interaction [5]. Communication is the process of giving or receiving a message [6]. According to West and Turner [7], communication is a social process in which people use symbols to shape and interpret meaning in their surroundings. Culture is a significant factor in communication since it influences how we interact with others.

Intercultural communication occurs when two or more persons from different cultures interact. Value systems vary throughout cultures, determining various life goals and communicating behaviour Muchtar et al. [8]. Culture influences how people communicate, whether they share the same culture or are from different civilizations. According to Muh Basri [9], intercultural communication is exchanging ideas and meanings between people from other cultures. A person's cultural background has a significant impact on the communication process. Communication and culture are inextricably linked, much like the two sides of a currency [10]. Communication impacts the culture in which people live and teaches them how to think and behave toward others. These differences of viewpoint, of course, affect a person's behaviour in communication, which can trigger racism.

For this racism not to take root in us, there must be a learning method that does not look at a culture or humiliate a culture. The researchers realized this and found a suitable method that has been used and tested: culturally responsive teaching (CRT). When defining culturally responsive teaching (CRT), it is crucial

to consider the work of Gay, Nieto, Bode, Kang, Raible, and Ladson-Billings [11]. The lecturers using CRT approaches embrace their students' cultural and linguistic resources, viewing this information as capital to build on rather than a barrier to learning. These lecturers employ this capital (personal experiences and interests) to create educational connections that help students learn and develop. Lecturers who use culturally responsive teaching (CRT) use interactive, collaborative teaching methods, strategies, and ways of interacting that support students' cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices [12]. Culturally responsive teaching (CRT) can help enhance "A sense of belonging" so students can feel comfortable in the learning process and respect culture.

The research, Teaching Writing NARRATIVE TEXT USING FOLKTALE THROUGH CULTURALLY RESPONSIVE TEACHING (CRT) IN SENIOR HIGH SCHOOL conducted by Fina Rahmawati [13] argued that the outcome of the research revealed that teaching writing narrative text using folktales through CRT significantly improved students' writing abilities. In the study entitled Penerapan PjBL (Project Based Learning) dengan Pendekatan CRT (Culturally Responsive Teaching) Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Bioteknologi Kelas X-7 SMA Negeri 5 Jember by Huzaimatul Khalisah [14] argued that the application of the learning model of Project Based learning using the Cultural Response Teaching approach can improve the learning outcomes of students on biotechnologies materials in the classes X-7. This is because, in the learning process, the student is guided to solve problems based on project activities associated with the characteristics of culture and daily so that learning is more meaningful and relevant to the student. Based on the research, the use of culture in subjects is very effective. On this occasion, the researchers will observe the use of culturally responsive teaching (CRT) in university students [14]. However, based on previous research data, there are three research gaps.

Based on the suggestion of a previous study, the first GAP relates to less in-depth research methods, so this study focuses on qualitative methods. The second GAP focused on learning CRT using animated videos with cultural themes. The third GAP will be conducted at the higher education level by exploring how EFL

students from diverse cultural backgrounds. However, there is still little known about how students from different cultural backgrounds view cultural-based speech learning. The study aims to explore this. This study is expected to provide valuable insights into how EFL students from diverse cultures view EFL culture-based speaking learning.

1.2 Formulation of the Problems

1. How is culturally responsive teaching (CRT) implemented in teaching speaking skills?
2. How does the student's perception of learning speaking skills using Culturally Responsive Teaching (CRT)?

1.3 The objective of the study

1. To investigate and understand how students implement culturally responsive teaching (CRT) in teaching speaking skill classes.
2. To examine how student perceptions of using Culturally Responsive Teaching (CRT) impact their learning experiences and EFL speaking skills development.

1.4 Significances of the Study

B. Theoretically

The findings of this study can contribute to the theoretical understanding of Culturally Responsive Teaching (CRT) in EFL speaking instruction, as well as serve to refine and extend current Culturally Responsive Teaching (CRT) ideas in language acquisition. For example, the research can help identify the parts of Culturally Responsive Teaching (CRT) that are most helpful in supporting student learning and growth.

B. Practically

The study's findings may have practical implications for teaching EFL speaking. In particular, they can help inform the development of more effective Culturally Responsive Teaching (CRT)-based speaking instruction for EFL students from diverse backgrounds and improve the quality of EFL speaking instruction for all students, regardless of cultural background.

1.5 Limitations of the Study

1. Sampling: The study will be limited by the sample of students. It is important to note that the findings of this study may only be generalizable to some higher education students.
2. Self-report data: The study will rely on self-report data from students. This data type can be subjective and may be influenced by social desirability bias.
3. Focus on a single context: The study will focus on a single context, such as a specific school or program. It is important to note that the findings may not be generalizable to other contexts.