

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The conclusion of this study confirms that implementing Culturally Responsive Teaching (CRT) in English language teaching, especially in the class "Poetry and Drama in Language Education," has a significant positive impact on various aspects of student learning. This approach successfully increases student engagement and motivation by linking the subject to their cultural background and life experiences. This finding suggests that students are more likely to participate actively and show greater interest when they feel connected to the learning material.

Furthermore, using CRT in teaching has been shown to improve students' understanding of poetry and drama materials by linking them to their cultural experiences. This improves academic performance and deepens students' appreciation of literature. In addition, this approach encourages the development of critical thinking skills through discussions and activities that link literary themes to cultural and environmental issues, enriching students' understanding and analytical skills.

Implementing CRT also increases cultural awareness and sensitivity among students, creating an inclusive environment where diverse views are valued. This helps students develop a greater appreciation for cultural diversity and strengthens the sense of community in the classroom.

Overall, this study proves that CRT is a practical approach to improving students' speaking and collaboration skills and developing a deeper understanding of cultural values. Implementing culturally relevant materials provides students a platform to practice and improve their language skills in a meaningful context, increasing their confidence and speaking ability. These positive findings confirm the effectiveness of CRT in enhancing student learning outcomes and engagement and provide a strong foundation for future research and practical applications.

5.2 RECOMMENDATIONS

Based on the findings of this study, several recommendations can be made to enhance the implementation of CRT in educational settings:

Comprehensive Teacher Training: Educators should receive comprehensive training on CRT principles and practices. This training should include practical strategies for integrating students' cultural backgrounds into the curriculum and creating an inclusive classroom environment.

Institutional Support: Educational institutions should support the implementation of CRT by providing resources and creating policies that encourage culturally responsive teaching practices. This support can include professional development opportunities, access to culturally relevant materials, and collaborative platforms for sharing best practices.

Curriculum Development: The curriculum should be designed to incorporate culturally relevant content that reflects students' diverse backgrounds. This approach can make learning experiences more engaging and meaningful, improving academic outcomes.

Student Involvement: Students should be encouraged to share their cultural experiences and perspectives in the classroom. This involvement can enhance their engagement and motivation while promoting cultural awareness and sensitivity among their peers.

Continuous Assessment and Feedback: The implementation of CRT should be continuously assessed to ensure its effectiveness. Educators should seek feedback from students on their CRT experiences and use it to make necessary adjustments to their teaching practices.

Collaboration and Community Engagement: Educators should collaborate with community members and cultural organizations to bring real-world cultural experiences into the classroom. This collaboration can provide students with a deeper understanding of different cultures and enhance their learning experiences.

By adopting these recommendations, educators and institutions can bridge the gap between CRT theory and practice, ensuring that all students benefit from a culturally responsive and inclusive education. This approach not only improves educational outcomes but also prepares students to thrive in a diverse and interconnected world.

REFERENCES

- [1] D. Setyawan and F. Dopo, "Strengthening national identity through the learning of east culture-based art education," *Harmon. J. Arts Res. Educ.*, vol. 20, no. 1, pp. 39–46, 2020, doi: 10.15294/harmonia.v20i1.21711.
- [2] A. J. Samuels, "Exploring Culturally Responsive Pedagogy: Lecturer' Perspectives on Fostering Equitable and Inclusive Classrooms," *Srate*, vol. 27, no. 1, pp. 22–30, 2018.
- [3] A. Nurani, "Implementation Pembelajaran Berbasis Budaya," 1981.
- [4] Parupalli Srinivas, "The Importance of Speaking Skills in English Classrooms," *Alford Counc. Int. English Lit. Journal(ACIELJ)*, vol. 2, no. 2, p. 9, 2019.
- [5] M. Nuraeni, M. I. F. Pratama, and R. Ananda, "Pengaruh Perbedaan Budaya Terhadap Perilaku Komunikasi Mahasiswa," *KAMPRET J.*, vol. 1, no. 3, pp. 55–59, 2022, [Online]. Available: <https://plus62.isha.or.id/index.php/kampret/article/view/22>
- [6] N. Huda and S. Asiyah, "Development of Communication Pondok Pesantren Darul Musyawarah Klumosari Banjaragung Bangsri," *Santri J. Pesantren Fiqh Sos.*, vol. 1, no. 1, pp. 55–68, 2020, doi: 10.35878/santri.v1i1.205.
- [7] W. W. Maharani, A. Arasuli, and I. Kurniawan, "The Forms of Politeness Applied by English Students in Communication to Their Thesis Advisor Lecturers Via WhatsApp," *J. English Educ. Teach.*, vol. 6, no. 3, pp. 417–432, 2022, doi: 10.33369/jeet.6.3.417-432.
- [8] S. Sudjarwo, S. Sunyono, and H. Herpratiwi, "Multicultural Approach Based Education Model Contribution Towards Appreciation of the Values of Local Wisdom of Elementary School Students in Bandar Lampung Indonesia," *Turkish Online J. Des. Art Commun.*, vol. 8, no. March, pp. 24–30, 2018, doi: 10.7456/1080mse/003.
- [9] M. B. Wello, S. Nur, and A. Azis, "Intercultural communication at higher

- education context: Portraits and practices,” *Int. J. Lang. Educ.*, vol. 1, no. 2, pp. 8–16, 2017, doi: 10.26858/ijole.v1i2.4310.
- [10] Intan Alfi, “IMPROVING THE STUDENTS’ SPEAKING SKILLS THROUGH COMMUNICATIVE GAMES FOR THE GRADE VIII STUDENTS OF MTS N NGEMPLAK,” 2015.
- [11] P. J. Bonner, S. R. Warren, and Y. H. Jiang, “Voices from urban classrooms: Lecturer’ perceptions on instructing diverse students and using culturally responsive teaching,” *Educ. Urban Soc.*, vol. 50, no. 8, pp. 697–726, 2018, doi: 10.1177/0013124517713820.
- [12] T. C. Aceves and M. J. Orosco, *Innovation Configuration Culturally Responsive Teaching*, vol. 2, no. IC. 2014. [Online]. Available: <http://cedar.education.ufl.edu/tools/innovation-configurations>
- [13] Fina Rahmawati Universitas Islam Majapahit, “TEACHING WRITING NARRATIVE TEXT USING FOLKTALE THROUGH CULTURALLY RESPONSIVE TEACHING (CRT) IN SENIOR HIGH,” vol. 2, 2023.
- [14] H. Khalisah, R. Firmansyah, K. Munandar, and K. Kuntoyono, “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,” *J. Biol.*, vol. 1, no. 4, pp. 1–9, 2023, doi: 10.47134/biology.v1i4.1986.
- [15] D. Chen and X. Yang, “Improving Active Classroom Participation of ESL Students: Applying Culturally Responsive Teaching Strategies,” *Theory Pract. Lang. Stud.*, vol. 7, no. 1, p. 79, 2017, doi: 10.17507/tpls.0701.10.
- [16] E. S. F. of T. T. and E. / E. E. S. Hambandima and P. / A. W. C. U. / Kupang, “DEVELOPING A CULTURALLY RESPONSIVE TEACHING (CRT) ON TEACHING DRAMA (A COLLABORATION ON STUDENTS ’ LOCAL STORY DRAMA PERFORMANCE) Erny Selfina Nggala Hambandima Faculty of Lecturer ’ Training and Education / English Educational Study Program / Artha W,” vol. 35, no. 2, 2021.

- [17] I. H. Arif, A. Lukman, and Z. I. D. U. B. H. M. U. Tuara, “Penerapan Pendekatan Culturally Responsive Teaching Terintegrasi Etnokimia dalam Mengembangkan Keterampilan Siswa Abad 21 pada Materi Hidrolisis di MAN 1 TIKEP,” *J. Ilm. Wahana Pendidik*. <https://jurnal.unibrah.ac.id/index.php/JIWP>, vol. 7, no. 1, pp. 1–7, 2021, doi: 10.5281/zenodo.4661844.
- [18] A. Hill, “Culturally Responsive Teaching: An Investigation of Effective Practices for African American Learners (Mixed Method Dissertation),” *Dissertations*, 2012, [Online]. Available: https://ecommons.luc.edu/luc_diss/353
- [19] D. Nunan, *Principles of communicative task design*. 1988. [Online]. Available: <https://eric.ed.gov/?id=ED343413>
- [20] M. P. Ishak, S.pd., *APPROACHES and Methods in language Teaching*. 2011.
- [21] Bahadorfar and Omidvar, “Improving Speaking Ability of Senior High School Students By Using Truth or Dare Game,” *J. English Lang. Teach.*, vol. 7, no. 2, pp. 1–1, 2014, [Online]. Available: <http://ejournal.unp.ac.id/index.php/jelt>
- [22] J. Harmer, “The Praticce of English Language Teaching Fifth Edition,” *ELT J.*, vol. 5, no. 1, p. 1, 2015, [Online]. Available: https://www.scribd.com/embeds/490938777/content?start_page=1&view_mode=sgulung&access_key=key-fFexxf7MbzEfWu3HKwf
- [23] Inten Mujizat, “the Effectiveness of Using Storytelling Technique on,” vol. 01, p. 21, 2017, [Online]. Available: <https://repository.uinjkt.ac.id/dspace/handle/123456789/33760>
- [24] J. C. Richards, *Language teaching*, vol. 35, no. 4. 2002. doi: 10.1017/S0261444802211829.
- [25] D. Hoffman, P. Strooper, and P. Walsh, “Teaching and testing,” *Softw. Eng. Educ. Conf. Proc.*, pp. 248–258, 1996, doi: 10.4324/9781003110163-

11.

- [26] Ramadania, "Improving Students' Speaking Skill By Using Storytelling Technique At Tenth Grade Of SMA FRATER DON BOSCO Tarakan In Academic Year 2018/2019," 2021.
- [27] W. A. Wilson, "Arts and Cultural Policy," *Marrow Hum. Exp.*, pp. 32–43, 2017, doi: 10.2307/j.ctt4cgkkmk.7.
- [28] A. I. Hasanah, M. Mahmud, and K. Salija, "The Implementation of Storytelling Method to Improve Students' Speaking Achievement," *Pinisi J. Art, Humanit. Soc.*, vol. 2, no. 5, pp. 116–125, 2022, [Online]. Available: <https://ojs.unm.ac.id/PJAHSS/article/view/36722%0Ahttps://ojs.unm.ac.id/PJAHSS/article/viewFile/36722/17210>
- [29] G. Ivanka, "Storytelling As a Communication Tool for Establishing an Organizational Culture Focused on Changes in Sport Organization," *Int. Rev.*, vol. 1, no. 2, pp. 75–81, 2020.
- [30] E. Education and L. Vol, "English Lecturer Storytelling Strategy in Teaching Speaking Class at Junior High School 17 Barru," vol. 2, no. 3, pp. 432–441, 2023.
- [31] J. Lund and P. M. Winke, "Book review: Brown, H. Douglas (2004). Language assessment: Principles and classroom practices. White Plains, NY: Pearson Education. 324 pp. \$48.00 paper. ISBN 0—13—098834—0; Brown, James Dean (2005). Testing in language programs: A comprehensive guide to," *Lang. Test.*, vol. 25, no. 2, pp. 273–282, 2008, doi: 10.1177/0265532207086784.
- [32] E. Abarca Millán, "Learning from Culturally Relevant Pedagogy and Critical Discourse Analysis: Informing and Successfully Impacting Foreign Language Teaching," *Contingencies*, vol. 1, no. 1, p. 1, 2021, doi: 10.33682/eeym-xanb.
- [33] M. U. I. N. W. Kadafie, "Students' Perception of Using Role Play in Facilitating English Speaking Skill," 2022. [Online]. Available:

www.aging-us.com

- [34] S. Zainura, "Students' Perception on the Use of English As a Medium of Instruction," *J. Glob. Chall.*, vol. 4, no. 4, pp. 1–61, 2019.
- [35] N. K. Denzin and Y. S. Lincoln, "Chapter 1: Introduction: The Discipline and Practice of Qualitative Research," *Landsc. Res.*, pp. 1–44, 2008.
- [36] R. K. Frels, B. Sharma, A. J. Onwuegbuzie, N. L. Leech, and M. D. Stark, "The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research," *J. Eff. Teach.*, vol. 11, no. 1, pp. 62–79, 2011.
- [37] R. Sahoo, "Interview as a Tool for Data Collection in Educational Research," *Tools Data Collect.*, vol. 2, no. 1, pp. 1–13, 2022, [Online]. Available: <https://www.researchgate.net/publication/360313105>
- [38] M. E. Buchanan, "Methods of data collection," *AORN J.*, vol. 33, no. 1, 1981, doi: 10.1016/S0001-2092(07)69400-9.
- [39] P. Fusch, G. E. Fusch, and L. R. Ness, "Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research," *J. Soc. Chang.*, vol. 10, no. 1, 2018, doi: 10.5590/josc.2018.10.1.02.
- [40] Nasir and Sukmawati, "Analysis of Research Data Quantitative and Qualitative," *Edumaspul J. Pendidik.*, vol. 7, no. 1, pp. 368–373, 2023, [Online]. Available: <https://ummaspul.e-journal.id/maspuljr/article/view/5488>
- [41] W. Suter, "Qualitative Data, Analysis, and Design," *Introd. to Educ. Res. A Crit. Think. Approach*, pp. 342–386, 2014, doi: 10.4135/9781483384443.n12.
- [42] R. Y. Pratomo and I. Shofwan, "Implementation of Education and Training Program Evaluation," *Edukasi*, vol. 16, no. 2, pp. 63–77, 2022, doi: 10.15294/edukasi.v16i2.39863.