



The Use of A Culturally Responsive Teaching Approach in Improving Interest and Learning Outcomes in English Teaching

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ABSTRACT

This study is an Action Research (A.R.) aimed at enhancing the interest and English learning outcomes of 10th-grade students at one class of Computer and Network Engineering in a vocational school in Tegal using the Culturally Responsive Teaching (CRT) approach. Data were collected through interviews, tests, questionnaires, observations, and documentation to observe the improvements. The research was conducted in three cycles, with three meetings. Data analysis techniques included data reduction, presentation in tables and graphs, and conclusion. This study showed increased students' learning interest from 64% to 84% and their learning outcomes from 28.6% to 94.3%. Aspects evaluated in the learning outcomes included alignment with learning objectives covering English language competencies: listening, speaking, reading, and writing.

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1. INTRODUCTION

English language learning in today's educational environment increasingly demands an inclusive and responsive approach to students' cultural diversity. In an era of globalization and multiculturalism, English language skills are becoming increasingly important for students to face the challenges of an increasingly connected and competitive world.

At a vocational school in Tegal, English learning is required to provide opportunities for students to develop English competence holistically, including understanding and appreciating the cultural diversity around them.

Integrating cultural aspects is essential in creating meaningful learning experiences for students in the English language learning process. According to Koentjaraningrat in Syamaun (2019), culture contains seven elements: language, technological system, economic system, social organization, knowledge system, religion, and art. Thus, seen from the form and content, culture is an order that regulates the life of a society. By integrating culture into English learning, students can develop a deeper understanding of the language they are learning and be more aware of the diverse world around them.

Increasing students' interest in learning English is one of educators' main challenges. Learning interest is one of the internal factors that affect student learning success. (Erhansyah, 2018). High learning interest is considered an essential factor in students' learning success. However, interest in learning English among students is often low due to various factors, including the need for more connection between the subject matter and students' cultural reality.

The low student learning outcomes found in the diagnostic assessment that had been carried out were a reflection of the student's English language skills. More than 50% of the students scored below the school's Minimum Completion Criteria (KKM) of 76. According to Amirono and Daryanto in Muzhar (2018), the school determines KKM at the beginning of each year by *considering intake*, complexity, and supporting power capabilities.

One learning approach that has attracted attention is *Culturally Responsive Teaching (CRT)*. According to Gay (2018), *culturally responsive teaching* uses students' diverse cultural knowledge, experiences, and performance styles to create meaningful learning experiences. This approach emphasizes the importance of integrating students' cultural aspects in the learning process to create an inclusive and relevant learning environment for students with various cultural backgrounds. (Gay & Bank, 2018). By recognizing and appreciating students' cultural diversity, it is expected that students' interest in learning can increase, thus having a positive impact on their learning outcomes.

Learning Interest

Interest refers to a feeling of liking and attachment to something or a particular activity that arises without a request from anyone. (Slameto, 2010). Meanwhile, student learning interest can be defined as a state in which students feel happy and motivated to engage in learning activities. It can be measured through expressions of liking, interest, attention, and active involvement in the learning process. (Hidayat & Djamilah, 2018). According to Guilford in Lestari and Yudhanegara (2017), interest in learning is an encouragement from within students that encourages them psychically

to learn something with awareness, calmness, and discipline, thus making them active and enjoying the learning process.

From this understanding, interest in learning is a feeling of liking and attachment to a learning activity or activity without coercion from other parties. Student learning interest reflects a state in which students feel happy and motivated to engage in the learning process. This can be measured through expressions of liking, interest, attention, and active involvement in learning. Learning interest is also a drive from within.

Students, which causes them to be psychologically active and enjoy the learning process with awareness, calmness, and discipline. Understanding students' interest in learning is essential in designing more exciting and effective learning strategies to improve students' enthusiasm and learning outcomes.

Learning Interest in English Learning has a vital role in the educational process. Students' learning interests can influence their engagement and active participation in dealing with English subject matter. Teachers who care and are sensitive to students' learning interests can design more exciting and relevant learning using materials that match students' interests and passions. Thus, students will be more motivated to be actively involved in learning, improving the overall quality and effectiveness of the English learning process.

Students learning interests have significantly influenced their learning outcomes, and internal and external factors influence them. Darmadi (2017) (Darmadi, 2017) identified several factors that influence the emergence of learning interest, such as the lesson's relevance to real life, the assistance provided by the teacher to achieve specific goals, and the opportunity for students to play an active role in learning. In addition, a teacher's attitude can also affect students' interest and attention to the subjects they teach. Meanwhile, Rosalina and Junaidi (2020) state that the factors that influence students' interest in learning can be divided into three categories, namely internal factors (which come from within students) such as physiological and psychological aspects, external factors (which come from the student's environment) such as aspects of the social and non-social environment, and learning approach factors which include strategies and methods used by students in studying subject matter.

In addition to the factors that influence it, interest in learning also has indicators that need to be considered to assess the extent of students' interest in learning. These indicators include 1) feelings of pleasure, 2) interest in learning, 3) showing attention while learning, 4) involvement in learning. (Lestari & Yudhanegara, 2017; Slameto, 2010).. Then Djamarah in Putri and Adiraksiwi (2021) added diligence, enthusiasm for doing assignments, and diligent and disciplined learning as indicators of measuring interest in learning. Friatini and Winanta (2019) state that the indicators of interest in learning are 1) a feeling of pleasure in learning, 2) a concentration of attention and thoughts on learning, 3) a willingness to learn, 4) a willingness from within to be active in learning, and 5) an effort to realize the desire to learn.

The conclusion from the explanation is that interest in learning is influenced by various factors, both internal and external, such as the relevance of the lesson to real life, assistance from the teacher, opportunities to play an active role in learning, and the attitude of the teacher in increasing student interest. These factors can shape students' interest levels in learning English.

In addition to the factors that influence it, paying attention to the indicators of interest in learning as a tool to assess student interest is essential. These indicators include pleasure, interest in learning, showing attention while learning, active involvement, diligence, enthusiasm, perseverance, and discipline in learning. These indicators provide an overview of the extent to which students are interested and involved in the learning process.

Learning Outcomes

According to Akbar and Hawadi in Indriani (2022), learning is an effort made by students to experience changes in overall behavior, which is the result of students' personal experiences that occur in interaction with their environment. The individual learning process will result in changes and developments in attitudes, values, behavior, and intellectual levels. Learning outcomes reflect how students analyze the material provided by the teacher. (Atika & J.J., 2019). Internal student factors, such as health problems, disability, psychological factors (intelligence, interest in learning, attention, talent, motivation, maturity, and student readiness), and fatigue, also affect student learning outcomes. On the other hand, external factors such as family, school, and society also play a role in influencing students' learning processes and outcomes. (Nurhasanah & Sobandi, 2016). Thus, learning is a student's effort to achieve behavior and personal development changes through interaction with the environment. Learning outcomes reflect how students analyze the material provided by the teacher and are influenced by internal factors (such as interest in learning and motivation) and external factors (such as family, school, and society).

English language learning is directed at improving students' ability to communicate in English correctly and adequately, orally and in writing, and fostering appreciation for the work of human literature worldwide. (Maru'ao, 2020). English language skills are also often required when going to a higher level of education or when applying for a job. Hanifah in Sahrawi et al. (2018) states that the Indonesian government has made various efforts to improve English language skills (Hanifia, 2013: 81). The objectives of learning English in phase E (class X) are:

"At the end of Phase E, students use spoken, written, and visual texts in English to communicate according to the situation, purpose, and audience. Various text types such as narration, description, procedure, exposition, recount, report, and authentic texts are the main references in learning English in this phase. Students use English to express their wishes/feelings and discuss topics that are close to their daily lives or hot issues according to the age of the students in this phase. They read written texts to learn something/get information. Implicit inference skills are beginning to develop when understanding information in English. Students produce a greater variety of written and visual texts, with awareness of purpose and target audience. (BSKAP, 2022)."

In phase E (grade X), English learning directs students to use spoken, written, and visual texts in English to communicate according to the situation and purpose. Students use various types of texts, such as narration, description, exposition, and others, as the primary references when learning English. They learn to use English to express their wishes and discuss topics relevant to their daily lives. Implicit inference skills also begin to develop in understanding information in English. In addition, students in this phase can produce a variety of written and visual texts with awareness of the purpose and target audience. Thus, the expected learning outcomes can fulfill the criteria of this learning objective.

Culturally Responsive Teaching

The Culturally Responsive Teaching approach is a learning method that requires the equal rights of every student to get teaching without differentiating students' cultural backgrounds. (Arif, Lukman, & Tuara, 2021). Gay (2010), as the initiator of the multicultural concept, argues that *culturally responsive teaching* is an approach that uses cultural knowledge, previous experiences, and diverse student performance styles to create meaningful learning experiences. *Culturally Responsive Teaching* itself has seven characteristics, namely 1) *Positive perspectives on parents and families*, 2) *Communication of high expectations*, 3) *Learning within the context of culture*, 4) *Student-centered instruction*, 5) *Culturally mediated instruction*, 6) *Reshaping the curriculum*, and 7) *Teacher as facilitator* (Ladson & Billings in Rahmawati et al., 2018).

In the Indonesian context, cultural, ethnic, and religious diversity demands teacher education responsive to these differences, including students' social status, achievement, and motivation. (Rahmawati & et al., 2018). Then, national education figures emphasize the importance of accommodating Indonesia's diverse socio-cultural foundations.

In developing and implementing educational policies, differences in student characteristics can be optimized.

The Culturally Responsive Teaching-learning approach not only aims to empower teachers to be aware of and respect students' cultures and recognize their cultural diversity and values but also to gain an in-depth understanding of the specific or unique aspects of students' cultures and use them as a starting point in planning and implementing learning (Gay, 2002). Miskiyyah, Buchori, and Muhta (2023) *Culturally Responsive Teaching* aims to help empower students by using meaningful cultural connections to embed knowledge, social skills, and attitudes.

Since its introduction in the 1970s, education scholars have intensely tried to analyze and identify culturally responsive education's characteristics and fundamental principles. Although there is agreement on the close relationship between culture and education as the main foundation of this educational concept, differences of opinion arise regarding how to formulate it, the stages required, and the implementation of the concept in educational practice. According to Gay (2002), culturally responsive education has five core elements. These elements involve the development of a knowledge base on cultural diversity, the insertion of content on ethnic and cultural variations into the curriculum, the application of empathy and the formation of learning communities, effective communication with students of diverse ethnic backgrounds, and adjustments to ethnic diversity in the delivery of learning materials.

Along with that, Villegas and Lucas (2002) also reviewed the characteristics of teachers who respond to culture by suggesting that there are several characteristics that educators need to have. These include socio-cultural awareness, a positive attitude towards variations in students' backgrounds, confidence in carrying out educational tasks, an understanding of how students construct their knowledge and efforts to encourage them to develop this understanding, and an understanding of students' lifestyles and the application of information about these lifestyles in planning meaningful learning. (Musanna, 2011).

As such, there are at least five guiding or foundational principles in implementing culturally responsive education. These principles involve recognizing the critical role of culture, realizing that knowledge is formed through a process of social construction, encouraging cultural inclusiveness, understanding that academic achievement transcends the merely intellectual dimension, and managing unity and diversity in balanced harmony (Greer & Mukhopadhyay, 2009).

In sum, culturally responsive education goes deeper than simply providing understanding, appreciation, and recognition of the cultural or value diversity seen among students from diverse ethnic, religious, linguistic, and racial backgrounds. It also involves a deeper understanding of the unique characteristics of students' cultures and an attempt to utilize such insights as a basis for planning and implementing learning processes (Gay, 2002).

In previous research, Hardiana (2023) on Increasing Interest in Learning IPAS through *Culturally Responsive Teaching* for Grade IV Students of SDN 01 Summersari gave a positive view of the effectiveness of the *Culturally Responsive Teaching (CRT)* approach in increasing learning interest and IPAS process skills in students. The findings from this study support the claim that the *CRT* approach can create a more meaningful and engaging learning environment for students.

Furthermore, Sulistiyawati's (2020) research on the Effectiveness of the Local Culture- Contextual Approach in mathematics learning provides a view that aligns with this research. The results of this study show that the contextual approach based on local culture is efficacious in improving students' learning achievement, interest in learning, and Appreciation of mathematics. This finding can support the argument that approaches that consider local culture have a positive impact on learning.

Meanwhile, the research of Ruser et al. (2023) on Improving the Ability to Write Folk Poetry Using the *Culturally Responsive Teaching Approach* in Class VII-9 Students of SMP Negeri 11 Medan provides additional insight into the application of the *CRT* approach in the context of poetry writing skills. The author will refer to the findings of this study to show that the *CRT* approach also has the potential to improve students' creativity and writing ability in the context of local culture.

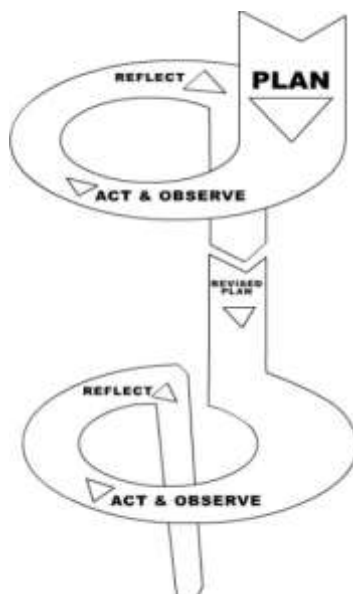
By referring to these three studies, the author will argue that applying the *Culturally Responsive Teaching (CRT)* approach has positive implications in increasing students' interest in learning, academic achievement, and creative ability, mainly when applied in the local cultural context. This will strengthen the argumentation and relevance of research in supporting the use of the *CRT* approach in a broader educational context.

This study aimed to assess whether applying the *CRT* approach in learning English can increase the interest in learning and learning outcomes of students in class X TKR 3 at SMK N 3 Tegal. The expected benefits are for schools to help develop a more culturally responsive English curriculum that is more relevant to the needs and characteristics of students. Then, teachers can get in-depth benefits related to applying this *CRT* approach so that it can be developed for the better, and students can increase their interest and learning outcomes because learning is more relevant to their own cultural life.

2. METHODS

Type of Research

This research is *called action* research or classroom action research because it is done to solve problems in the classroom. (Rukminingsih, Adnan, & Latief, 2020).. This research consists of four steps, namely planning, action, observation, and reflection, which are only referred to as the Kemmis and McTaggart model. The following is a chart illustration of this model.



The Kemmis and McTaggart PTK model is quoted from Prihantoro and Hidayat (2019)

Before planning, researchers conducted pre-research to collect and analyze data used as the basis for selecting innovative approaches to learning that have problems. After the pre-research, the author analyzed the problems that arose. In this study, the problems that arose were 1) students needed clarification about the proper prefixes to introduce themselves, 2) students needed more vocabulary to introduce themselves, and 3) students were afraid to come forward and make mistakes in introducing themselves. These problems arose because, in the previous lesson, the strategy used differed from the students' characteristics. This can be seen from the open-ended questionnaire filled out by the students.

Then, it continues at the planning stage, namely by compiling scenarios or teaching modules with the innovation of the CRT approach. Then, the researcher also compiled the success criteria of classroom action research with a minimum threshold score of 76 by the provisions of the school curriculum. Then, the next step is implementation. Researchers carry out the teaching and learning process using the teaching module prepared by applying the CRT approach. Researchers collaborated with fellow teachers who served as observers.

In the observation step, the observer makes observations based on the learning activities with the existing observation guide. Then, the researcher made observations on students related to student activeness to see how students' interest in learning increased.

The last step is reflection. In this stage, the researcher compares the results of observations with the success criteria to decide the continuity of this class action

research. As a result, researchers can continue this class action research in cycle two to further determine the success of this research.

Time and Place of Research (research setting)

The place of this research was a vocational school in Tegal, 10th grades one class of computer and networking engineering in the 2023/2024 school year. This research was conducted from July 24, 2023, to August 24, 2023. The implementation is within four weeks or two cycles, where each cycle consists of 3 meetings, with the first week of diagnostic assessment as a pre-cycle.

Target/Subject of Research

The subjects of this study were students of class 10th grades computer and networking engineering at a vocational high school in Tegal in the academic year 2023/2024. The number of students is 36 people. The selection of class 10th grades computer and networking engineering as the research subject was based on the results of the implementation of the initial diagnosis assessment, with the average student's interest in learning being 65% and the average learning outcome being 67.

Procedure

In this study, pre-research was conducted to collect and analyze data used as a basis for choosing an innovative approach. Then, an analysis of the problems that arise is carried out. The next stage is planning by preparing teaching modules with an innovative CRT approach. Researchers also compile success criteria from learning interests and learning outcomes. The next step is implementation and observation based on learning activities that have been carried out by existing guidelines. The last step is reflection, which compares the results of observations and success criteria.

In its implementation, researchers used a sports theme to implement culturally responsive teaching. This is adjusted to the learning objectives and existing curriculum. Researchers insert cultural elements into their learning by asking stimulating questions about athletes in certain sports starting from their place of birth, customs in the athlete's area of origin and related to local culture in the environment or area where the students live. Then, students compare the cultural differences that exist between the culture of their favorite athlete and the culture they have. This allows students to describe in more detail about their favorite athletes and the environment where they live.

Data, Instruments, and Data Collection Techniques

Data collection techniques in this study used observation, tests, questionnaires, interviews, and documentation. Observation is paying attention to an object by using all the sensory organs. (Arikunto, Suhardjono, & Supardi, 2021).. Observation in this study was carried out by observing and recording the learning process carried out by the teacher, the observer (collaborating teacher), and student activities during learning with the CRT approach by the teacher.

The test given to students is intended to determine student learning outcomes in mastering the subject matter delivered using the CRT approach. This test is in the form of essay questions and short answers. In addition, researchers also used a questionnaire to see students' interest in learning the Linkert scale. This aims to measure students' interest in learning before and after the intervention.

Researchers also conducted interviews during learning. The interviews were conducted randomly with students after the implementation of learning activities. Students were asked questions related to implementing learning as a form of reflection. Using the CRT approach, researchers also used documentation in photos at each stage of implementing learning activities.

The research instruments used in this study are observation sheets describing the activity level in the learning process. Collaborator teachers completed observations by filling out observation sheets adapted from Kemendikbud (2022). Then, researchers also use interview guidelines, tests conducted at the end of each cycle to determine the level of learning effectiveness, and documentation checklists, which are a list of documents that will be used in research. The documents used in this study include data on learning devices, a list of English learning outcomes of students in class X TKR 3, and photographs of learning.

Data Analysis Technique

Data analysis in this study is qualitative analysis. Qualitative analysis uses researchers reflecting on the results of observations of the learning process by researchers and students in the classroom. Existing data in the form of words from field notes are processed into meaningful sentences and analyzed qualitatively. This qualitative data analysis technique refers to the analysis method of Miles and Huberman (Sugiono, 2011). This method consists of three components: data reduction, presentation, and conclusion drawing.

3. RESULTS AND DISCUSSION

To carry out this research, the researcher has designed a comprehensive schedule of research activities in the form of the implementation of Pre-Cycle, Cycle 1, and Cycle.

2. In the Pre-Cycle activity, a diagnostic assessment was carried out to see students' interest in learning and students' learning outcomes; the questionnaire results obtained from students' interest in learning were:

Table 1. Results of Prasiklus Student Learning Interest Questionnaire

No.	Indicator	Number of students	Percentage	Description
1	Good Feelings	28	81	Achieved
2	Feelings of Attraction	19	54	Not Achieved
3	Attentive	17	47	Not Achieved
4	Be Positive	4	11	Not Achieved
5	Needs Fulfilled	24	69	Not Achieved
6	Perseverance in Learning	28	80	Achieved
7	Tenacious in Facing Difficulties	23	67	Not Achieved
8	Interest and Sharpness of Attention in Learning	27	77	Achieved
9	Achievement in Learning	33	94	Achieved
10	Independent in Learning	23	66	Not Achieved
Average		23	65	Not Achieved

The ten indicators mentioned above are based on the responses obtained from the student interest questionnaire before implementing the action. These indicators were then used to guide students' actions and activities during both research cycles.

Based on the table, the results of students' learning interest questionnaire responses show that 81% of students feel happy in learning English, 54% show interest in learning English, 47% pay good attention to every aspect of learning, 11% show a positive attitude during the learning process, 69% feel satisfied with learning English, 80% are dedicated to understanding English, 67% are persistent in solving challenging English problems, 77% show strong interest in learning, 94% achieve adequate grades, and 66% can learn English independently.

The average student interest in learning English is 67%, which has yet to reach the minimum limit of 75%. This shows that students' interest in learning English is still not optimal, and some students have not shown a positive attitude during the learning process.

The results of the initial evaluation of students' ability in English subjects at the beginning of the learning period showed that many students had yet to reach the minimum completeness level (KKM) set at 76, and out of 35 students, 71.5%, or 25 students, had yet to reach the KKM. In contrast, 28.5%, or 10 students, had achieved it. The highest score obtained by students was 100, while the lowest score was 40, with a class average score of 67. The following is the distribution of learning outcomes at the Pre- Cycle stage:

Table 2. Pre-classical Initial Ability Level

Range	Category	Pre-cycle		Description
		Frequency	Percentage	
88-100	High	4	11,4	Achieved
75 - 87	Medium	6	17,1	
63-74	Low	7	20,0	Not Achieved
>62	Very Low	18	51,4	
Total		35	100,0	
Max Value		100		
Min Value		40		
Average		67		
KKM		76		

After implementing the treatment using the *Culturally Responsive Teaching* approach in Cycle 1, which consists of 3 meetings with descriptive text material, students are asked to complete a questionnaire and work on formative assessments that contain listening, speaking, reading, and writing competencies. The following are the results obtained in Cycle 1.

During the learning process, teachers and observers pay attention to student learning activities per the guidelines in the observation sheet. This aims to assess the development of students' interest in learning during Cycle II. At the end of the lesson, students were asked to fill out a learning interest questionnaire with the following results:

Table 3. Results of Student Learning Interest Questionnaire Cycle 1

No.	Indicator	Number of student s	Percentage	Description
1	Good Feelings	29	83	Achieved
2	Feelings of Attraction	24	69	Not Achieved
3	Attentive	23	66	Not Achieved
4	Be Positive	19	54	Not Achieved
5	Needs Fulfilled	28	79	Achieved
6	Perseverance in Learning	27	77	Achieved
7	Tenacious in Facing Difficulties	26	74	Not Achieved
8	Interest and Sharpness of Attention in Learning	30	86	Achieved
9	Achievement in Learning	33	94	Achieved
10	Independent in Learning	25	71	Not Achieved
Average		26	75	Achieved

Based on the table, the results of the student's learning interest questionnaire responses show that 83% of students feel happy in learning English, 69% show interest in learning English, 66% pay good attention to every aspect of learning, 54% show a positive attitude during the learning process, 79% feel satisfied with learning English, 77% are dedicated to understanding English, 74% are persistent in solving challenging English problems, 86% show strong interest in learning, 94% achieve adequate grades, and 71% can learn English independently.

Overall, the average student interest in learning English was 75%, which reached the minimum threshold of 75%. This shows an increase in students' interest in learning English lessons.

Table 4. Student Learning Outcomes Cycle 1

Range	Category	Cycle 1		Description
		Frequency	Percentage	
88-100	High	0	0	Achieved
76 - 87	Medium	27	77,1	Not Achieved
63-75	Low	8	22,9	
>62	Very Low	0	0	
Total		35	100,0	
Max Value		85,75		
Min Value		68		
Average		79,10		
KKM		76		

From the data in Table 4, the final results achieved by students in implementing Classroom Action Research (PTK) in Cycle 1 can be seen. This data indicates that the highest score obtained was 85.75, while the lowest score was 68.00. The average class score reached 79.10, which already met the predetermined Minimum Completion Criteria (KKM) limit, with the percentage of students who

achieved it amounting to 77.1%. This shows that implementing Classroom Action Research in Cycle 1 has achieved the expected target. Nevertheless, the implementation of Cycle 2 was continued to evaluate the extent to which the effect of using the CRT approach could be maintained.

Cycle 2 was conducted for three meetings with recount text material. After the learning action, students were again asked to fill out a questionnaire of interest in learning and work on formative assessments containing four English competencies: listening, speaking, reading, and writing. The results obtained are as follows:

Table 5. Results of Student Learning Interest Questionnaire Cycle 2

No.	Indicator	Number of students	Percentage	Description
1	Good Feelings	31	88	Achieved
2	Feelings of Attraction	27	76	Achieved
3	Attentive	28	81	Achieved
4	Be Positive	33	94	Achieved
5	Needs Fulfilled	28	81	Achieved
6	Perseverance in Learning	29	82	Achieved
7	Tenacious in Facing Difficulties	28	79	Achieved
8	Interest and Sharpness of Attention in Learning	30	84	Achieved
9	Achievement in Learning	34	96	Achieved
10	Independent in Learning	27	76	Achieved
Average		29	84	Achieved

In the questionnaire results taken from Cycle 2 activities, the average student interest in learning English reached 84%, exceeding the minimum limit of 75%. This shows that students' interest in learning using the CRT approach has increased significantly. Then, in Cycle 2, there was an increase in students' interest in learning, the comparison of which can be seen in the following table:

Table 6. Comparison of Student Learning Interest Achievement

Description	Number of students	Percentage	Achievements
Pre-cycle	23	65	Not Achieved
Cycle 1	26	75	Achieved
Cycle 2	29	84	Achieved

There was an increase in student interest in learning from the pre-cycle average of 65%, which increased to 75% in Cycle 1 and 84% in Cycle 2. This proves that using the CRT approach can increase student interest in learning.

Then, on student learning outcomes in cycle 2, it can be seen that the average obtained is 82.60, which means that it has reached the success criteria. More details can be seen in the following table:

Table 7. Achievement of Student Learning Outcomes Cycle 2

Range	Category	Cycle 2		Description
		Frequency	Percentage	
88-100	High	3	8,6	Achieved
76 - 87	Medium	30	85,7	
63-75	Low	2	5,7	Not Achieved
>62	Very Low	0	0	
Total		35	100,0	
Max Value		89		
Min Value		71,50		
Average		82,60		
KKM		76		

The table above shows that the final results achieved by students in cycle 2 of the class action research showed a class average of 82.60 with a completeness rate of 94.3%. Two students were distilled and needed to reach the minimum completion criteria (KKM). The highest score achieved by students was 89.25, while the lowest score was 71.50.

In Cycle 2, there was an increase in learning outcomes. This can be seen from the fact that the average student reached or exceeded the KKM limit, and the overall percentage of students who reached the KKM limit was 94.3%, which increased by 12.4%. For more complete details, see Table 8, which compares the percentage of learning completeness between the Pre-Cycle and Cycle stages.

Table 8. Comparison of Student Learning Outcomes

Description	Average Value	Number of students achieving KKM	Percentage
Pre-cycle	67,42	10	28,6 %
Cycle 1	79,10	27	77,1 %
Cycle2	82,60	33	94,3 %

By looking at the results, which showed an increase in learning interest and learning outcomes in each cycle, it was concluded that the action of this study could be ended. The results of this Classroom Action Research prove that using a *Culturally Responsive Teaching* approach by integrating cultural aspects in learning English can increase students' interest in learning and learning outcomes.

Reflection

In this study, the researcher reflected on several aspects; the first is that the results showed positive activities seen during English learning using the *Culturally Responsive Teaching* approach in these two cycles. The *Culturally Responsive Teaching* approach successfully made students familiar with the subject matter during the learning process. Since the tasks given were related to the culture or events around the students, they could work independently while doing peer review at the end of the *text* preparation. Positive student behaviors increased in each cycle, such as their ability to ask productive questions and convey ideas. This shows that students can apply the new learning introduced by the teacher in this material.

The data on student learning outcomes have achieved the goals expected by the researcher, with the percentage of students who achieved the KKM score of more than 75% of the total.

Students, which increased every cycle, are increasingly apparent in the questionnaire results, which show a positive response from students. Students generally stated they were happy and could follow the learning well.

By considering the above criteria, which showed an increase in learning outcomes and interest in learning in each cycle, it was concluded that the action of this study could be ended. The results of this classroom action research prove that using a *Culturally Responsive Teaching* approach by integrating cultural aspects in learning English can improve students' interest in learning and learning outcomes.

4. CONCLUSION

The Classroom Action Research (CAR), implemented by applying the *Culturally Responsive Teaching* approach, aims to improve students' interest in learning and learning outcomes in English subjects. The results showed a significant increase in students' learning interest in every aspect observed. This validates the effectiveness of the *Culturally Responsive Teaching* approach in improving students' learning interests. In addition, students' learning outcomes also experienced consistent improvement in each learning cycle until they reached the threshold of the success criteria set in this study.

Overall, using a culturally responsive teaching approach that integrates cultural aspects into English language learning significantly impacts students' learning interests and learning outcomes.

This study implies that teachers are expected to consider integrating cultural aspects in every lesson, given that this is proven to facilitate students' understanding of learning materials, increasing learning interest and learning outcomes. This is based on the evidence found in this study. In addition to applying this approach, teachers must master effective teaching strategies to achieve optimal learning outcomes.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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