"CULTURALLY RESPONSIVE TEACHING IN ENGLISH LANGUANGE INSTRUCTION"

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Abstract: *This article explores the integration of culture-responsive teaching in English learning within the context of the new paradigm in education. As education systems become increasingly diverse and multicultural, there is a growing recognition of the importance of incorporating students' cultural backgrounds and experiences into the learning process. The new paradigm in education emphasizes a student-centered approach, where the focus is on promoting inclusivity, equity, and cultural competence in the classroom. Through a qualitative research design, this study examines the implementation of culture-responsive teaching in English language classrooms in a secondary school setting. Data were collected through classroom observations and interviews with teachers. The research aimed to understand how culture- responsive teaching practices are incorporated into English language instruction and the impact on student engagement and language proficiency. The findings indicate that the integration of culture-responsive teaching in English learning enhances student motivation and fosters a positive learning environment. By incorporating culturally relevant content and instructional strategies, teachers can create meaningful connections between students' cultural backgrounds and the language they are learning. This approach promotes a deeper understanding of language concepts and fosters a sense of belonging among students from diverse cultural backgrounds.*

Keywords: *culture responsive teaching, new paradigm, English education, Innovative learning strategy, student-centered, teacher-centered.*

INTRODUCTION:

In today's interconnected and diverse world, the role of English as a global language has become increasingly significant. It serves as a bridge that connects people from different cultural backgrounds, facilitating communication, trade, and education across borders (Stec, 2014). As English continues to gain prominence as a lingua franca, educators are faced with the challenge of creating inclusive and effective language learning environments that celebrate the cultural diversity of their students (Ettekal, 2020; Matthews, 2019). The

traditional approach to English language teaching often prioritized

standardization and conformity, focusing primarily on grammar, vocabulary, and pronunciation. However, this approach tends to overlook the importance of

incorporating cultural elements that are essential in language acquisition and communication.

The emergence of the "culture-responsive teaching" paradigm seeks to address these limitations by embracing cultural diversity as a fundamental aspect of language learning(Barton, 2022; Cruz, 2020; Ng, 2022). This new pedagogical approach recognizes that language and culture are inseparable and intertwined, and acknowledges the significant impact of culture on language acquisition, comprehension, and expression

(Baker & Nelson, 2005).

Previous research by Alfriani Ndandara (2021) show that, applying culturally responsive teaching to the online classroom, in teaching drama based on local wisdom are considered the right approach in the classroom. This research focus on online class, the newest research focus on the regular class. Another research from Sastrapraja(2017) the finding of this research is, learning experience stimulated their desire to learn and curiosity and broadened their knowledge of chemistry and culture. The introduction of CRT has also impacted cultural understanding by increasing students' awareness of the role of chemistry in everyday life, especially in culture. This research focus on chemistry while the latest research focus in English and new paradigm.

The purpose of this article is to explore the concept of culture-responsive teaching and its integration into English language learning classrooms. By examining the theoretical framework behind this paradigm shift and delving into practical strategies, researchers aim to shed light on its potential benefits for both students and educators. Researcher define the research problem is "How is the CRT approach applied in teaching English".

METHODOLOGY

When conducting research, each researcher should have a design that guides or justifies the acquisition of research data. Some experts disagree about what constitutes a study design. According to Cresswell (Creswell, 2013) Study design includes research plans and procedures, as well as detailed methods of data collection and analysis. In this context, the study design used in this study is a qualitative descriptive approach. It is used to describe the analysis of CRT implementations to teach English.

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The subjects of this study were SMPN 1 Songgon VII grade students. The samples used in this study were from his 7th grade at SMPN 1 Songgon. Targeted sampling was used as the sampling technique, based on the characteristics of the selected samples (Gülteke et al., 2013).

Three sessions were observed to obtain supporting data on application of the CRT approach in the classroom. Observers attend each meeting and make observations (in this case, researchers also act as observers) application of the CRT approach by English teachers. Observation aims to observe the events that occur during the process learning with a Culturally Responsive Teaching approach and observing the condition of students with teachers during learning (Gustiwi, 2017).

The observation guideline sheet was adopted from the Pre-service PPG LMS for teaching principles and assessment II courses:

Table 1 Observation guide

No.	Culturally Responsive Teaching	Suitability	
		Appropriate	Inappropriate
1.	Students refect on cultural identity		
2.	Learners are involved in cultural understanding and development construction through learning materials		
3	Students carry out discussions to end out different perspectives		
4.	Students work in groups to discuss lesson concepts from a cultural perspective		
5.	Students are involved in reflecting on their values and understanding by presenting them in a project		

Interview guide sheet adopted from (Suryani et al., 2020) :

Table 2 Question leading

No.	Question leading
1.	How do you perceive, is it necessary to insert local culture in your teaching?
2.	Which local cultural elements are vital to be revived?
3.	Why do you think it is significant?
4.	How are your teaching strategies to insert cultural elements?
5.	What are the challenges?

RESULTS AND DISCUSSION.

Teacher responds

"Our school is a public one. Since there are numerous tribes in this area, incorporating national and local culture into English lessons is crucial at our school. They will at least learn to appreciate different civilizations by incorporating local culture. Education of local cultures is essential".

"Therefore, learning materials should be created by teachers. Using narrative writing to describe local legends is one example. They must keep in mind those tales. They should also be aware of the moral principles that can be employed to develop students' character"

"Religious tradition and tradition, as they will shield children from harmful influence in the future if those values are deeply ingrained in them as children. Teamwork, mutual respect, tolerance, respect for older people, civility, and a sense of pride in one's own local culture are cultural qualities that should be revitalized and kept"

"This is due to my perception that our country is currently experiencing a moral crisis.

Therefore, character development is necessary. In addition to developing their cognitive abilities, it also helps to develop their emotional maturity and character. I believe that pupils should be trained to recognize social and cultural difficulties in their environment.

They should be sensitive to and knowledgeable about their local and national cultures as college students"

"I believe that pupils should be trained to recognize social and cultural difficulties in their environment. They should be sensitive to and knowledgeable about their local and national cultures as college students. By thinking and feeling about what cultural and social aspects are being ignored, students can bring them up in class discussions or utilize them as task or assignment materials. It is anticipated that kids will develop a sense of cultural belonging in this way. The teachers just serve as organizers and reminders."

"Incorporating aspects of local culture both inside and outside of the classroom, tying textbook content to actual local culture to motivate students, creating my own teaching materials by connecting them to the local context and overall situation."

"The variety of characters and the many different cultures in each region, it could be that in area A the culture is like that, but in area B it has a slight difference."

"Even when they are in their later years of education, students may often perceive a variety of social and cultural difficulties. They can develop their own ideas and opinions regarding the problems. They make compelling cases for their positions. Therefore, it is quite challenging to control their thinking, especially when it relates to their deeply held beliefs and a hot topic in which most of their peers have an interest"

Through the results of the interview above, it can be concluded that by infusing CRT principles into the classroom discussions and teaching materials, students have found it easier to grasp and comprehend the subject matter. CRT's emphasis on

acknowledging the influence of race, power, and social structures has allowed the students to explore literature and language from a more inclusive and nuanced perspective.

Through this approach students are encouraged to critically analyze texts, identify underlying biases, and engage in meaningful conversations about the diverse experiences portrayed in literary works(Thomassen, 2020). As a result, the students have become more receptive, empathetic, and open-minded learners, fostering a more inclusive and enriching educational environment at SMPN 1 Songgon.

Many English and cultural studies research investigate how national-local culture is located in English classrooms or how English can be submerged to strengthen national-local culture. Language teaching should be integrated with local cultural learning to improve students' intercultural communicative ability (Braric & Juraj, n.d.). According to the postmodern linguistic approach, culture and cultural learning are open discourses that are dynamically generated and jointly reconstructed by its international speakers. This structure differs from the current viewpoint, which sees culture as being nationally bound to the target population (Kramsch, 2017). The data shows that the teachers' classroom teaching behaviors are influenced by their ideals and perspectives. Based on the requirements and qualities of their pupils, teachers incorporate local culture into their instruction. As a result, instructors' teaching perspectives and vision impact their behavior and approaches to cultural learning.

Culturally responsive teaching may not be possible Focus on a specific strategy set, lesson plan checklist, or specific content of curriculum. All of these should be directly linked to the teacher's specific curriculum, students, their needs, communities and their contexts.However, to close this, teachers can close performance gaps and develop strengths for different learners, especially in English. For learners, education must provide additional skills and competencies that teachers must meet. In this way, a culturally responsive teaching helps develop culturally competent individuals educate and advance equitable outcomes for all. This section emphasizes the importance of Critical Consideration of Teachers as a basis for further development of culture provides several practical ways to improve competency and help teachers begin their CRT implementation classroom strategy (Taylor, 2020).

To implement a class based on the CRT approach, a teacher must establish a principle of understanding with students about making decisions on matters directly related to the teaching and learning process. These include attitudes, curriculum content, assessments, and so forth. According to Irizarry (2008), such class actions actually reflect a socially constructed community. Additionally, referring to the description above, it is also added about the concept of class application that a teacher is not supposed to master the class when delivering information. Teachers can act as a part that requires information from students.

Based on the research objectives above regarding the application of the CRT approach to teaching English based on local wisdom, which is based on Irizarry's (2008) theory regarding the strategy of implementing CRT during the learning process, the researchers focus on the three point of mapping local wisdom (assess mapping) in this finding. CRI learning in English classrooms involves various stages, including preparation, presentation, and interactions between teachers and students. It was discovered that students could participate in the learning process at various levels.

The teacher taught the theory about the definition of the content at the start of the meeting. After the pupils have thoroughly grasped the theories, the teacher continues the study by inquiring about each student's local wisdom in relation to the content. The teacher provided opportunity for pupils to tell their short stories. During this session, some students express their ignorance of the local wisdom lines that exist in their ethnic group. The teacher separated the students into groups based on their ethnicities at the subsequent meeting. The teacher then allowed them to provide information regarding their knowledge. This sharing session was held in groups. This session encourages students to share and expand their cultural knowledge.

All material regarding the conversation is summarized in narrative style, and students then briefly describe the lass's outcome in English. Students are given the option to incorporate their tribe's culture into the material. Every meeting monitors the development of material making, and open talks are always opened if there are difficulties. Every piece of information shared by the students originated from traditional elders in their village, including their own parents. Aside from that, there are certain students who are members of one of their ethnic groups, so they may receive more authentic tale information. The existing material is finally transformed into a product that is ready to be displayed.

All students participated enthusiastically in the monitoring and production of the product derived from local wisdom. Students and teachers always respond positively. In this scenario, the lecturer just leads without drastically altering their manuscript work because the authenticity of student work is something to be admired. Everything is centered on the students, and teachers are merely facilitators who are eager to perfect. Every meeting and conversation regarding the current story are focused.

CONCLUSION

CRT learning in English classes involves numerous stages, including preparation, presentation, and interactions between professors and students. Students might learn about the content in English class throughout the preparation stage. As a result, they could share and introduce their tribes. Some students, however, are oblivious of their own cultural form.The reason for this was because they were born and grew up in distinct tribes, Based on the processes discovered, the implementation of Culturally Responsive Teaching in teaching English based on their local expertise is

viewed as one of the most acceptable teaching approaches. This approach, in addition to educating theory, assists students in liberating themselves in representing their ethnic groups by developing and performing their own theatre plays. Students and teachers connect well, which has a positive impact on every phase that students go through till they develop their own product. As a result, kids gain education while also appreciating the culture of their tribes.

Today, teachers are accountable not just for imparting language skills, but also for bringing and incorporating local cultural elements into their EFL instruction. The study proposes many positions for teachers to perform in order to meet their new duties. These include visionaries, cultural mediators on a local level, multicultural educators, and role models-practitioners. The study suggests several measures that teachers can take to incorporate local cultural elements into their teaching practice, including developing local culturally responsive pedagogy, vision, cultural sensitivity and awareness, developing English language-non-English collaborative discipline, understanding learners' social-cultural worlds, and leveraging the roles of technology and information to support teaching.

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