

STUDENTS' MOTIVATION IN LEARNING SPEAKING USING CULTURALLY RESPONSIVE TEACHING APPROACH IN HIGHER EDUCATION

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ABSTRACT

Culturally responsive teaching approach to students has the potential to increase their learning motivation, especially in the development of speaking skills in higher education. The purpose of this paper is to understand the students' motivation in learning speaking skills in higher education using culturally responsive teaching identified as CRT. In this research the researchers used a qualitative method and used open-ended interviews to collect the data, conducting interviews with three participants, all students of an English language department. During the interviews, it was kept in mind that the focus was to gather information about the student's experiences and perspectives on the adopted culturally responsive teaching approach. In this case, thematic analysis was used to analyze the collected data, since it helps to focus on the main themes and the repeated patterns that exist in the data collected. Three major areas were discussed as follows. The first theme is positive experiences with the culturally responsive teaching approach which indicates the positive experiences of the students as the students were made to feel valued and listened to in a learning environment, which incorporates student's cultural realities as they learn. The second theme is appreciation of cultural diversity emphasizing that the students' cultural background should be valued and used to increase their desire and interest in learning. The third constructed theme is the positive relationship with motivation, which depicts the clerical correlation between a culturally responsive teaching approach and students' motivation level. Implications of the findings or discussion of the study These findings imply that culturally responsive teaching could improve students' motivation toward learning speaking skills because of the more positive classroom environment. The findings of the research add to the existing literature on teaching practices for enhanced learning among college students, particularly arguing that there is a need to consider the cultural identities of students as important determinants of teaching practice. Subsequent studies should take up the following issues in understanding the long-term effects culturally responsive teaching yields on nearly all facets of language learning and the broader application of this pedagogical approach in various learning environments. The novelty of this research is that it emphasizes the importance of recognizing and integrating students' cultural backgrounds as a key element in creating an inclusive and supportive learning environment.

Keywords: *Culturally Responsive Teaching, Speaking Skills, Students' Motivation, Higher Education, Thematic Analysis, and Qualitative Research.*

INTRODUCTION

In language acquisition, it is pivotal to note that motivation, especially in speaking skills, requires student's input in the learning process. Thus, in the system of higher education where the elaboration of the discourse and stakes are considerably higher, the importance of motivation, as well as the need for its

promotion and enhancement, is rather significant for the development of speaking competencies of students. Another promising strategy is culturally responsive teaching (CRT) which can be applied to boost the motivation of learners in speaking acquisition. Culturally responsive teaching focuses on the role of cultural content as a means of enhancing student engagement in learning with the hope of practicing culture-sensitive education Gay (2018). Reskyani et al. (2024) culturally responsive teaching in speaking learning aids not only in producing effective speaking within students but also teaches them about other people, makes them fully understand how to respect with tolerance, and aids them in making the world a connected more diverse place. The following paper aims to analyze the effect of culturally responsive teaching on the motivation level of students to learn to speak in higher learning institutions.

Bilingual acquisition including speaking skills in particular remains a theoretical construct that involves not merely mental involvement but also students' emotional and volitive commitment Sebastian-Galles & Santolin (2020). Motivation is a complex phenomenon and depends on many factors including interest, relevancy of the material, and environmental conditions influencing learning Cook & Artino (2016). With the increasing enrollment of culturally and linguistically diverse students in higher education, teaching conventional approaches do not meet all students' learning needs and incentives Ladson Billings (2021). This disparity is the result of discouraging students from minority backgrounds or even leads to lesser interaction and poor performance from students of color Bank (2019). Culturally sustainable education established by other scholars Gay (2015), and Ladson-Billings (2022), believe that the decision to incorporate cultures into the teaching-learning process may highly improve the learning process. In line with this argument, culturally responsive teaching postulates that when students' cultures are represented in curriculum and teaching styles or methods, the students will respond in kind by adopting a valued status in society as well as demonstrating active participation in the learning process Gay (2021). This proves constructive not only in that it helps cultivate a sense of community among learners but also in that it helps to break the cocoons within which most learners exist during their school years, thus ensuring that students are able to draw relevance from their experiences at home to class and vice versa.

Speaking skills are one of the essential requisites in respective achievements of academic and professional goals in higher learning institutions. Reskyani (2024) speaking is the ability to use a language to orally put across information and ideas. The use of communication skills is also crucial in interacting and sharing ideas in class, presenting a topic or idea to the class, or when working in groups on a particular project Crisianita & Mandasari (2022). Also, in the context of globalization, there are arguments that general critical cultural literacy has become highly necessary in the present globalized society Esmaeili et al. (2022). Hence, the prompt to encourage the formation of students' desire to effectively practice their speaking ability is crucial. Previous work has shown that culturally responsive teaching has a beneficial effect on students, particularly their learning activities. For example, Aronson & Laughter (2016) noted that the academy's culturally responsive teaching practices helped to boost minority students' performance profoundly. Likewise, Paris, D., & Alim (2017) revealed that the students who were in the classroom under the instruction of culturally appropriate teachers preserved high standards and motivation. Based on such HR findings, it can be proposed that the application of culturally responsive teaching as a teaching intervention could be useful in increasing students' motivation across diverse settings of education including language classrooms.

Culturally responsive teaching has been used as a pedagogy by Reskyani et al. (2024) in a language learning environment to assist the teacher/facilitator in understanding the connection between students' first languages and the target language to ensure that students' learning comes with ease and is more welcoming. In addition, Nieto (2018) wrote that culturally appropriated instructional practices not only lead to the improvement of minority students, but also enhance the learning environment in general, and help students become culturally conscious.

Although numerous advantages of the implementation of culturally responsive teaching have been accented in regular classroom contexts, there is a lack of empirical studies focusing on the effectiveness of culturally responsive teaching on students' motivation in learning speaking in higher learning contexts. This study will try to address this research question by establishing how the theory known as culturally responsive teaching affects students' attitudes to learning speaking skills in a higher learning institution. In light of the understanding of the

motivation to learn and speak English, there is a need to closely examine the ways and means through which it is possible to enhance the pedagogy among learners in higher learning institutions. Culturally responsive teaching is promising to fill the needs of the students and induce motivation to the speaking skills activity. Through the incorporation of students' culture into learning, culturally responsive teaching enhances students' experience and nurtures a progressive education culture that minimizes demeaning classroom experiences and maximizes the students' home-school connection.

Thus, this research aims to assess ways, methods, and the extent to which culturally responsive teaching enhances the student motivation process in learning speaking skills to further the teaching practice discourse in higher education. Setiadi et al. (2022) stated that five types of motivation enhance the desire of students to pursue a master's degree in English, namely quality motivation, career motivation, financial motivation, social interaction motivation, and family motivation. Other than that, motivation can also serve as a stimulus for the students to overcome obstacles and meet certain objectives. The interest of the students in learning speaking skills allows for the mastery of the language along with communication proficiency. Motivation for second language acquisition is better understood as a dynamic and multiply determined psychological concept that incorporates multiple components of different natures Dörnyei & Ushioda (2021). Intrinsic motivation means motivation arising from within, where people engage in learning because they find it pleasant and are motivated by their desire to master the learning process. On the other hand, extrinsic motivation focuses on external factors such as; the pleasure derived out of a grade, recognition, and anticipation of future job openings Cook & Artino (2016).

MATERIALS AND METHOD

In this particular research, the researchers employed a qualitative method whereby they sought to understand the levels of motivation exhibited by these students in learning to speak through the lens of culturally responsive teaching (CRT). This is because the qualitative research method was utilized since it enables the researcher to get an understanding of students' experiences, knowledge, and reasons among other reasons as stipulated by Creswell (2017). The subjects of this research were three students from diverse cultures learning English in a speaking

class that employed culturally responsive teaching. To ensure a fair and efficient sampling technique, this research employed purposeful sampling to recruit three participants who had been learners of speaking skills through culturally responsive teaching while considering their cultural and linguistic differences.

The data were obtained through open-ended interviews in which students could speak and elaborate on the concerns that they had without much interruption. This method is useful when studying the multifaceted nature of motivation in students and how it may affect the culturally responsive teaching approach with this population Patton (2015). The interview questions included questions about the student's experiences with culturally responsive teaching, positive/motivational facets that came up, students' preference for one culturally responsive teaching approach or another, examples of culturally responsive teaching outcomes, and comparisons between culturally responsive teaching and other methods. The interviews were analyzed using thematic analysis, which was explained in detail by Braun & Clarke (2017) it consists of the following steps: these steps comprise data introduction, coding, looking for themes, appraising themes, labeling and naming themes, and writing of findings. It allows for a way to classify data and report on patterns or trends in the information. Then Rozali (2022) said thematic analysis is defined as a method of analyzing data in qualitative research to cast light on themes or patterns in data that have been collected.

RESULTS AND DISCUSSION

In this research, the researchers obtained data from open-ended interviews conducted with 3 students from a speaking class where the lecturer implemented culturally responsive teaching. Then in the interviews conducted by the researchers, the researchers found the main points that were important in the research which consisted of theme 1, theme 2, and theme 3. In theme 1 the researchers categorized them into positive experiences with a culturally responsive teaching approach, then into theme 2, namely appreciation of cultural diversity, and theme 3, namely positive relationships with motivation. The following is data obtained from interviews with 3 students at one of the universities in Indonesia and for more details, the researchers will explain one by one below:

Table 1. Data of Interview

No	Themes	Sub-themes
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1.	Theme 1	Positive experiences with the culturally responsive teaching approach
2.	Theme 2	Appreciation of cultural diversity
3.	Theme 3	Positive relationship with motivation

a. Positive experiences with the culturally responsive teaching approach

Student 1:

Engagement and Inclusion:

Response: *As long as I learn to speak with a culturally responsive teaching approach, I feel more involved in the learning process. I feel heard and appreciated because the learning material is tailored to my background and needs as a student.*

This response celebrates the notion that culturally responsive teaching is popular with students because it assures them that they are valued. When faced with a concept that has been presented in a folkway or family context, a student becomes engaged and is hesitant and interested in learning Gay (2018).

Personal Connection:

Response: *What I love most about the culturally responsive teaching approach is that it allows me to connect with the subject matter on a personal level.*

With reference to the above concepts, one virtue of the personal link is the relevance of the items that can support learning. When the students are in this position they are likely to develop personal interest in any particular area of the academic study of their choice and thus their learning ability and level of interest also tends to improve significantly Williams (2020).

Individual Recognition:

Response: *The culturally responsive teaching approach makes me feel recognized as an individual and not just one of many students.*

Culturally responsive teaching is perhaps used where each student can feel special not only as part of a group of learners. Individual attention also contributes to a greater encouragement of their compliance and the desire to be engaged in the activities in the class.

Student 2:

Relevance to Daily Life:

Response: *When using a culturally responsive teaching approach, I feel more motivated because I can see how the subject matter relates to my daily life and my own experiences.*

The relationship between learning and reality brings the learning objectives nearer to the lives of the students making the learning process more practical. This relevance allows them to have maximum input in their learning and innovations in what they are taught in class.

Open Discussions:

Response: *What I like most about the culturally responsive teaching approach is that it opens up space for more open and inclusive discussions about cultural issues that are relevant to me and my classmates.*

The culturally responsive teaching approach is preferred by students because it helps to foster a positive learning environment where one is free to express their viewpoints. This helps the students to be involved in cultural issues of concern to them or make determinations about such issues in the course of the lessons; this in turn raises the level of students' participation Hammond (2015).

Confidence in Participation:

Response: *The culturally responsive teaching approach helped me feel more involved in learning and more confident in speaking in front of the class.*

This is the reason why culturally responsive teaching is advantageous to the students in the aspect of keeping them active while at the same time making their morale improve. In this way, having a perception of a comparatively higher level of activity in learning boosts confidence when participating in the formulation of hypotheses and providing elaborated explanations during classes Aronson & Laughter (2016).

Student 3:

Relevance and Connection:

Response: *As I learn to speak with a culturally responsive teaching approach, I feel more motivated because I see how the subject matter is relevant to my own life and culture.*

This response will add to an aspect of culturally responsive teaching that was covered earlier that's relevant. If students are able to coincide their context and cultural principles with what is taught in school most of the time it is easy for them to learn.

Enhanced Understanding:

Response: *What I like most about the culturally responsive teaching approach is that it allows me to understand the subject matter better as it relates to my own experiences and cultural background.*

Culturally responsive teaching also justifiably helps with content simplification since it focuses on associating the content taught to the class with the students' cultures and experiences. This linkage has an added advantage of making learning easier for the students since most of the concepts are interlinked.

Confidence and Activity:

Response: *The culturally responsive teaching approach makes me feel more motivated and confident in learning to speak.*

This means that culturally responsive teaching reduces the level of fatigue among the students and makes the students proactive and more interactive in their learning processes Nieto (2018).

b. Appreciation of cultural diversity

Student 1:

Inclusivity:

Response: *The culturally responsive teaching approach helps me feel more motivated by creating a learning environment that is inclusive and takes diversity into account.*

They found they are more motivated to learn since culturally responsive teaching promotes an understanding of race and ethnicity and belonging to the entire student population. Valuing difference and such inclusion brings about adherence which in a way promotes participation.

Student 2:

Cultural Recognition:

Response: *The factor that most influences my motivation is when the teacher pays attention and respects my cultural background in learning.*

It appears that focusing on and appreciating students' cultural identity is a critical aspect of engagement. If the student has a perception that the culture of his society is valued in the classroom, then he will be motivated to participate Gay (2018).

Student 3:

Valuing Diversity:

Response: *The factor that most influences my motivation is when teachers recognize and connect cultural diversity in learning.*

Like in the case of Student 2, this response also acknowledges the importance of cultural influence on learner motivation. The research established that the understanding and recognition by lecturers of cultural differences has a profound effect on encouraging and enhancing the enthusiasm and participation of students in learning.

c. Positive relationship with motivation

Student 1:

Engagement and Recognition:

Response: *I feel more involved in the learning process. I feel heard and appreciated because the learning material is tailored to my background and needs as a student.*

When for some reason learning gets personalized and related to students' background or learning needs they get more focused and appreciate the effort made towards them due to the realization that they are being understood, and they get motivated to learn Cook & Artino (2016).

Motivation and Participation:

Response: *The culturally responsive teaching approach made me feel recognized as an individual and not just one of many students. This gave me additional encouragement to learn and actively participate in class.*

This kind of recognition offered by culturally responsive teaching encourages students to know more and also participate in the learning process more than the usual classrooms.

Student 2:

Confidence in Speaking:

Response: *The culturally responsive teaching approach helped me feel more engaged in learning and more confident in speaking in front of the class.*

Culturally responsive teaching fosters the confidence of peer participation in classes and discussions in students by increasing their perceived importance in the process of learning.

Student 3:

Motivation and Confidence:

Response: *The culturally responsive teaching approach made me feel more motivated and confident in learning to speak. This helped me feel more connected to the lesson material and more active in class.*

It increases students' interest and self-esteem to learn, helping them to attach better to the material, and to speak out in class Gay (2018).

CONCLUSION

This research significance signals the immense intervention that the culturally responsive teaching (CRT) approach brings on learners' motivation

towards learning to speak English in higher learning institutions. Culturally responsive teaching improves the learning environment that students perceive as more welcoming, meaningful, and relevant to them based on their interviews of three students, after analyzing the results of the open-ended interviews with three students through qualitative methods, one was confident that contradicting theories significantly determined more welcoming, meaningful, and relevant learning environments when implementing culturally responsive teaching. They posit that this is necessary given student feedback indicating that when their cultural experiences and contexts are recognized in the learning content, their motivation levels improve. The positive experiences of the students support how culturally responsive teaching not only revived students' interest in the topic but also increased their self-efficiency and eagerness to further contribute to class discussions. Namely, while teaching the speaking class, it was observed that the culturally responsive teaching methods have demonstrated greater efficacy in helping the students become more articulate and meaningful in their speaking while being culturally sensitized and therefore more supportive to students' needs.

However, the research also underscores the need to embrace diversity within the lecture and student population in the school. Again, students were very clear in a general sense that they felt that the culture and diversity issues had an impact on their drive when teaching was done in a particular way. This makes the culturally responsive teaching approach allow for discussion and participation more involvement of culture and the way one is brought up, it also ensures that every individual is checked and that every individual is accepted and appreciated. When all these components are incorporated into the class, then this leads to positive changes to make education more engaging, and fascinating, and ultimately increase student achievement. In essence, the adoption of culturally responsive teaching in higher education has several positive effects not only on students' learning processes but also on the overall college climate and students' attitudes towards each other due to cultural and ethnic differences in recognition and acceptance. This is particularly significant in speaking classes, when the cultural background of the students is addressed, their abilities and confidence in speaking English uniformly improve.

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