



The Influence of the Culturally Responsive Teaching Approach on Learning Observation Results Report Text Writing Skills

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ABSTRAK

The Culturally Responsive Teaching (CRT) approach is a learning approach that is believed to optimize learning outcomes. The CRT approach is believed to improve the skills of writing observational result report (ORT) texts. This study aims to describe: 1) the implementation of learning using the CRT approach for ORT text writing skills. The study used a quasi-experimental quantitative approach with a nonequivalent control group design. The research sample was selected using a simple random sampling technique, finding the experimental class (VIII C) and the control class (VIII D). Learning data were collected using a non-test instrument, namely observation guidelines. Learning outcome data were analyzed using parametric inferential statistical procedures assisted by SPSS version 25. The results of the study showed that the implementation of learning went very well, evidenced by the observation score of educator activity of 89% and student activity of 90%; 2) learning outcomes in the experimental class were 29 students (90.63%) who completed learning with a score of 80.00, while in the control class only 20 students (62.50%). The mean value of the initial test of the experimental class was 52.81 which increased by 85.94. Meanwhile, the mean value of the initial test of the control class was 52.66 which increased to 76.72. Changes in learning outcomes in the experimental class were higher than those in the control class. The normality test showed that the data were normally distributed, while the independent t-test produced a Sig. (2-tailed) value of $0.001 < 0.05$. Thus, there was a significant influence on the implementation of the CRT approach.

Keywords: culturally responsive teaching, observation results report, writing skills

Pengaruh Pendekatan *Culturally Responsive Teaching* terhadap Pembelajaran Menulis Teks Laoran Hasil Observasi

ABSTRAK

Pendekatan *Culturally Responsive Teaching* (CRT) merupakan pendekatan pembelajaran yang diyakini dapat mengoptimalkan hasil pembelajaran. Pendekatan CRT diyakini mampu meningkatkan keterampilan menulis teks laporan hasil observasi (LHO). Penelitian ini bertujuan mendeskripsikan: 1) pelaksanaan pembelajaran menggunakan pendekatan CRT untuk keterampilan menulis teks LHO. Penelitian menggunakan pendekatan kuantitatif berjenis *quasi experimental* dengan *nonequivalent control group design*. Sampel penelitian dipilih dengan teknik *simple random sampling*, mendapati kelas eksperimen (VIII C) dan kelas kontrol (VIII D). Data pembelajaran dikumpulkan menggunakan instrumen nontes yakni pedoman observasi. Data hasil belajar dianalisis menggunakan prosedur statistik inferensial parametrik berbantuan SPSS versi 25. Hasil penelitian menunjukkan pelaksanaan pembelajaran berjalan sangat baik dibuktikan oleh skor observasi aktivitas pendidik 89% dan aktivitas peserta didik 90%; 2) hasil belajar di kelas eksperimen terdapat 29 peserta didik (90,63%) yang tuntas belajar dengan kriteria nilai 80,00, sedangkan di kelas kontrol hanya 20 peserta didik (62,50%). Nilai mean tes awal kelas eksperimen ialah 52,81 yang meningkatkan sebesar 85,94. Sementara itu, nilai mean tes awal kelas kontrol ialah 52,66 yang naik menjadi 76,72. Perubahan hasil belajar pada kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Uji normalitas menunjukkan data berdistribusi secara normal, sedangkan uji *independent t-test* menghasilkan nilai *Sig.* (2-tailed) $0,001 < 0,05$. Dengan demikian, terdapat pengaruh signifikan pada penerapan pendekatan CRT.

Kata kunci: culturally responsive teaching, keterampilan menulis teks, laporan hasil observasi

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INTRODUCTION

Writing is one of the essential language skills every individual must master. Writing is considered one of the most difficult aspects of language skills (Istiqoh, 2020). This is because writing requires more complex thinking skills, namely developing ideas, constructing sentences according to linguistic rules, and conveying information in a structured and logical manner. Writing competency is at the top of Bloom's Taxonomy's cognitive hierarchy, namely creating. Similarly, Nurmilawati (2023) states that writing requires students to think critically because it is categorized as HOTS (Higher Order Thinking Skills) learning. Writing is an active and productive skill that develops through continuous learning and practice (Khalid, 2021). It is understandable that writing is not an innate talent, but rather a skill that can be developed.

Writing has various benefits in learning, such as developing intelligence, creativity, courage, and the ability to absorb information. The writing process encourages students to process knowledge, organize information logically, and develop ideas creatively. In learning to write observation result report (ORR) texts, students are trained to collect observational data, identify information, and present it systematically and objectively. Students who master ORR texts will be trained to think critically, thoroughly, meticulously, and systematically in managing and presenting information. The ability to write ORR texts equips students with honesty, responsibility, and communication skills that are useful in life. Writing ORR texts is a learning outcome in Indonesian language lessons in the first semester of grade VIII. However, in practice, students' ORR writing skills are still suboptimal.

Based on observations of Indonesian language learning from February to June 2025 in grade VIII SMP Negeri 16 Surabaya, the learning process was structured, with material delivered and subsequent practice. However, students still need reinforcement in expressing ideas in written form, particularly when composing ORR texts. This is related to a suboptimal understanding of text

structure, resulting in students' ideas not being organized systematically. An interview with Ms. Risma Septyana Sari, an Indonesian language instructor, showed that eighth-grade students' learning outcomes in writing LHO texts still need improvement. This is evidenced by the majority of student scores, which fell below the Minimum Completion Criteria (KKM), which is = 80. Only ten out of thirty students successfully achieved learning completion with a score of =80, while the lowest score achieved by a student was 40. In one class, 75% had not achieved learning completion.

Throughout the learning process, student participation in learning activities still needs to be improved. This is evident in the number of students who are not fully focused on learning consistently. Learning activities and assignments can be developed to further encourage student involvement in developing contextual knowledge. Therefore, a learning approach is needed that integrates students' experiences, backgrounds, and involvement in the learning process. One such approach is Culturally Responsive Teaching (CRT), which emphasizes the relationship between material and real-life realities to make learning more meaningful.

An inappropriate approach contributes to low learning outcomes in the material being studied (Mahamuri & Turistiani, 2025). This means that to achieve optimal learning outcomes, educators need to adopt appropriate learning strategies. The learning approach is the starting point that underlies how the learning process is implemented. The Independent Curriculum (Currikullum Merdeka) introduces a new paradigm that requires student-centered learning, while the educator's role is that of a facilitator. The educator's role is no longer as a learning resource, but rather as a companion who understands the needs, interests, and potential of each student. Citing the Ministry of Education, Culture, Research, and Technology (2023), the independent curriculum is designed to be flexible, focuses on essential material, and provides room for educators to design meaningful learning that is tailored to the character and socio-cultural context



of students. In the Culturally Responsive Teaching approach, educators act as facilitators to bridge differences in background, culture, and ethnicity in the classroom (Safitri, 2025).

Gay (2018) emphasizes that CRT values and develops student diversity and potential as strengths in the learning process. Students' culture, traditions, and backgrounds are incorporated into the curriculum to make them feel relevant and meaningful. The CRT approach encourages students to connect their observations with their experiences and cultural realities, thus increasing motivation, engagement, and understanding. Azizia et al. (2024) and Wulandari & Wijaya (2023) also state that contextual approaches, such as CRT, support the achievement of learning objectives holistically, encompassing the cognitive, affective, and psychomotor domains. However, CRT has its drawbacks, including the challenge of creating a truly inclusive learning environment and the demands for more time and effort on the part of educators.

This study has three research questions:

- 1) How is the CRT approach implemented in teaching ORR text writing?
- 2) What is the effect of the CRT approach on teaching ORR text writing among eighth-grade students at SMP Negeri 16 Surabaya?

That is the objectives in this study. First, describe the implementation of the CRT approach in learning to write ORR texts. Second, describe the effect of the CRT approach on learning to write ORR texts for eighth-grade students at SMP Negeri 16 Surabaya.

This research is expected to expand existing research and provide input for educators to demonstrate the feasibility of implementing the CRT approach. The results of this study are expected to provide benefits by providing an alternative for educators in implementing contextual, meaningful, and culturally-oriented writing lessons, thereby increasing motivation, active participation, and writing skills.

Several previous studies have shown that the CRT approach improves academic achievement. Research by Firda & Kalele (2024); Andriyani & Agustina (2024) demonstrated that implementing the CRT approach successfully improved ORR text writing skills. Similar findings were also obtained from studies by Ocktavia et al. (2024); Saputra et al. (2025); Mahamuri & Turistiani (2025), who proved the effectiveness of CRT not only on ORR texts, but also in writing skills in other materials, namely personal letters, poetry texts, and expositions.

Based on the results of a review of previous research, it was shown that the application of CRT in teaching LHO text writing has not been widely implemented, thus there is still room to examine the impact of this approach on this type of text. Considering this, this study is novel in that it examines the application of the CRT approach to teaching ORR text writing using an experimental method. The research gap lies in the methodology used. This study employed an experimental approach, while previous studies have predominantly employed CAR. Furthermore, the study was conducted on eighth-grade students at SMP Negeri 16 Surabaya, who had never been the subject of previous research.

The urgency of this research is driven by the phenomenon of low ORR text writing skills, which impacts learning incompleteness, thus triggering the need for learning innovation. The application of CRT as a learning approach can improve writing skills, increase self-confidence, and encourage student participation during the teaching and learning process. Based on this description, the study was conducted under the title "The Effect of the Culturally Responsive Teaching Approach on Learning ORR Text Writing."

METHOD

This study was a quasi-experimental study with a nonequivalent control group design. A quasi-experimental design is a modification of a true experiment, but is difficult to implement in practice (Sugiyono, 2023; Abubakar, 2021; Razak, 2017).

The nonequivalent control group design used in this study included a pretest, followed by each group receiving a different treatment, and a posttest.

The research location was SMP Negeri 16 Surabaya. The study took place on October 20 and 23, 2025. The population was all eighth-grade students of the 2025/2026 intake at SMP Negeri 16 Surabaya. The sample for this study was VIII C, the experimental class, and VIII D, the control class. The total sample size was 64 students. Sampling was conducted using a simple random sampling technique. Data collection techniques included observation, questionnaires, and tests. The collection instruments were observation sheets, student response questionnaires, and a written test ORR.

The ORR writing test was administered at the pre- and post-test. The preparation phase included determining learning outcomes, developing ORR writing ability indicators, a grid, and a scoring rubric. The test assessment indicators included the ability to construct general definitions, section descriptions, conclusions, and linguistic rules, including correct spelling (EYD), word choice, and sentence structure according to ORR characteristics. Next, indicators were developed into a scoring grid and rubric to facilitate a more objective assessment process.

Data from teacher and student observation sheets during learning were analyzed using relative frequency statistics to determine the percentage of activities achieved during learning. Similarly, student questionnaire response data was also analyzed using the same technique to determine the percentage of student responses to the statements given.

Data collected from both groups, both pre-test and post-test, were analyzed to demonstrate learning outcomes and changes in writing skills. The analysis used descriptive and inferential statistics using SPSS version 25.

Student learning completion was determined based on the school's Minimum Completion Criteria (KKM), which is 80. Students with scores above 80 were categorized as having completed the learning process, while those with scores below 80 were categorized as having not completed the learning process. The completion percentage was used to determine the level of learning success in a classical manner.

Inferential statistical analysis included normality tests and t-tests. The normality test aims to determine whether the data distribution is normal so that appropriate statistical analysis methods can be used. If the data is normally distributed, the parametric Kolmogorov-Smirnov test is used. Conversely, if it is not normally distributed, the non-parametric Mann-Whitney U test is used. In this study, the normality test was conducted using SPSS version 25 and the Shapiro-Wilk method because the data were <100 . The test criteria are: if Sig. = 0.05 (5%), the data are not normally distributed. However, if Sig. = 0.05 (5%), the data are normally distributed.

This study was conducted on different groups, therefore, an independent sample t-test was used. To determine the effect of the CRT approach on learning to write ORR texts, decision-making was based on a 5% significance level ($\alpha = 0.05$).

RESULTS

1. The Implementation of the Culturally Responsive Teaching Approach in ORR Text Writing

On Monday, October 20, 2025, the study was conducted in class VIII C, the experimental group, with a learning time allocation of 2 x 40 minutes. Class VIII C implemented the CRT approach integrated with the Problem-Based Learning method. Learning in the experimental class focused on applying the CRT approach to the ORR writing process in a gradual and continuous manner, encompassing object observation, data



collection, and text composition. Meanwhile, class VIII D, the control group, used conventional methods. Learning in the control class took place on Thursday, October 23, 2025, with a time allocation of 2 x 40 minutes. The learning process involved direct explanation of the material and examples without using any special approach.

The learning process in the experimental class began with an introduction. The teacher began the lesson with a greeting, checked attendance, and focused the students' attention to ensure they focused on learning. The teacher also conducted apperception by asking provocative questions. Then, the teacher explained the learning objectives and the steps required for the students to complete. In the core activity, the teacher begins the lesson by displaying images themed around cultural traditions.

Afterward, students reflect on their respective cultural identities by filling out a shared Google Form link. The cultural profiling activity aims to further explore students' cultural identities as a basis for learning to write ORR texts. After completing the cultural profiling activity, students take a pre-test. This activity aims to assess their initial ability to write ORR texts before receiving the treatment. Students take the pre-test by writing ORR texts themed around culture or traditions in their local area. Following this, students receive an introductory presentation on ORR texts. The presentation begins with an explanation of ORR text characteristics, structure, and linguistic aspects, along with examples of culturally themed writing.

Students begin exploring and sharing cultural information. They exchange experiences, broaden their understanding of the objects they observe, and develop a mutual respect for cultural differences. Students then identify cultural objects in their local environment and draft ORR texts. The teacher then guides students' investigations, both individually and in groups.

After completing their writing, students took a final test individually. The writing served as the final test material, which measured changes in learning outcomes after participating in the CRT learning approach. During the final stage, students received feedback on their work and reinforcement of the material they had learned. Next, students and their teachers reflected on the learning process. Students had the opportunity to share their impressions of the CRT learning process. The lesson concluded with a conclusion and appreciation for student involvement during the teaching and learning process.

Learning in the control class was conducted without the CRT approach. The lesson also took place in a single meeting, beginning with an introduction. At this stage, the teacher began the lesson by greeting, confirming attendance, and focusing attention on the learning process. Next, the teacher conveyed the learning objectives, namely that students should be able to produce a written text. Following this introduction, students completed a pre-test. Following this activity, the teacher continued the lesson by explaining the characteristics, structure, and linguistic aspects of written texts.

Students read the written text in their textbooks to gain understanding. After receiving the explanation and reading the textbook, they rewrote the written text on the theme of the school environment. Throughout the writing process, students received guidance from the teacher. This activity served as a final test to measure their abilities after the lesson. At the end of the activity, students submitted their written work to the teacher.

2. Student Responses to the Implementation of CRT

Student responses to the CRT approach were analyzed by calculating their scores and then converting them to percentages. Responses were obtained through a questionnaire administered

after the lesson. The questionnaire consisted of 15 questions with a maximum score of 75.

Table 2
Student Response Results (%)

Code	Score	Percent
PD1	70	93,33
PD2	65	86,67
PD3	63	84,00
PD4	64	85,33
PD5	65	86,67
PD6	62	82,67
PD7	71	94,67
PD8	63	84,00
PD9	72	96,00
PD10	70	93,33
PD11	72	96,00
PD12	69	92,00
PD13	65	86,67
PD14	72	96,00
PD15	71	94,67
PD16	64	85,33
PD17	71	94,67
PD18	60	80,00
PD19	60	80,00
PD20	70	93,33
PD21	69	92,00
PD22	71	94,67
PD23	66	88,00
PD24	66	88,00
PD25	71	94,67
PD26	62	82,67
PD27	60	80,00
PD28	63	84,00

PD29	69	92,00
PD30	69	92,00
PD31	71	94,67
PD32	63	84,00
PD25	71	94,67
PD26	62	82,67
PD27	60	80,00
PD28	63	84,00
PD29	69	92,00
PD30	69	92,00
PD31	71	94,67
PD32	63	84,00
mean	66,675	88,90

Based on the table above, the percentage of student responses varied between 80% and 96%. The analysis revealed a mean percentage of student responses of 89%. This indicates that student responses to the implementation of the CRT approach were in the very good category. The frequency distribution of student responses is presented in the following bar chart.

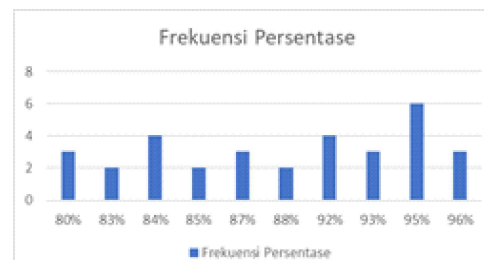


Figure 1
Frequency Bar Chart of Student Response Percentages

3. Results of the Influence of the Culturally Responsive Teaching Approach on ORR Writing Skills

3.1 Descriptive Statistics

Nilai mean 52,81 dan simpangan baku 10.313. Data selengkapnya statistik deskriptif disajikan dalam tabel di bawah ini.



Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	32	40	85	52.81	10.313
Post-test Experiment	32	70	100	85.94	6.891
Pre-test Control	32	30	90	52.66	17.180
Post-test Control	32	80	95	76.72	13.113

Figure 2
 SPSS Descriptive Statistics Results

Based on the results of the descriptive statistical analysis, the number of valid data points for each group was 32. This means that all students in both the experimental and control classes served as the research sample who took the test. In the experimental class, the mean pre-test score was 52.81, with a minimum score of 40 and a maximum of 85. After the learning process, the mean post-test score was 85.94, with a minimum score of 70 and a maximum of 100.

In the control class, the mean pre-test score was 52.66, with a minimum score of 30 and a maximum of 90. After the learning process, the mean post-test score was 76.72, with a minimum score of 50 and a maximum of 95. Although the data for each class showed differences in learning outcomes after the learning process, the changes in the experimental class appeared to be greater than those in the control class. After determining the minimum and maximum scores for each group, the data were grouped according to their respective score intervals. The results of the categorization of scores for both groups, both on the pre-test and the post-test, are presented below.

Table 3
 Experimental Class Scores

Code	Pre-test	Post-test
PD1	55	90
PD2	50	85
PD3	55	95
PD4	50	80
PD5	50	95
PD6	75	80
PD7	85	85
PD8	50	85
PD9	50	80
PD10	50	95
PD11	40	75
PD12	45	70
PD13	45	75
PD14	80	80
PD15	45	85
PD16	45	95
PD17	55	90
PD18	45	85
PD19	45	90
PD20	55	85
PD21	60	85
PD22	45	100
PD23	45	90
PD24	55	80
PD25	50	85
PD26	60	90
PD27	50	85
PD28	60	95
PD29	55	90
PD30	45	80
PD31	45	90
PD32	50	80

Table 4
Control Class Scores

Code	Pre-test	Post-test
PD K1	65	95
PD K2	35	70
PD K3	45	80
PD K4	80	95
PD K5	65	80
PD K6	40	85
PD K7	80	85
PD K8	40	85
PD K9	30	65
PD K10	40	85
PD K11	30	50
PD K12	75	85
PD K13	35	90
PD K14	35	75
PD K15	50	70
PD K16	55	65
PD K17	50	60
PD K18	65	80
PD K19	40	75
PD K20	30	65
PD K21	50	80
PD K22	60	75
PD K23	30	50
PD K24	70	95
PD K25	90	95
PD K26	65	70
PD K27	45	65
PD K28	40	55
PD K29	65	90
PD K30	65	85
PD K31	45	65
PD K32	75	90

The classification of the completion of the ORR text writing learning outcomes in both groups is as follows.

Table 5
Percentage of Classical Completion (Experimental)

Kind of Test	Value	Completeness	Frequency	%
Pre-test	≥80	complete	2	6,25
	<80	incomplete	30	93,75
Post-test	≥80	complete	29	90,63
	<80	incomplete	3	9,37

Table 6
Percentage of Classical Completion (Control)

Kind of Test	Value	Completeness	Frequency	%
Pre-test	≥80	complete	3	9,38
	<80	incomplete	29	90,63
Post-test	≥80	complete	20	62,50
	<80	incomplete	12	37,50

2. Inferential Statistics

2.1 Normality Test Analysis

The normality test is one of the prerequisites for analysis before making decisions. Justification is based on a significance level (Sig.) of 5% (0.05). The results of the normality test are shown in the following table.

Tests of Normality						
Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.148	32	.073	.955	32	.193
Control	.142	32	.098	.942	32	.088

a. Lilliefors Significance Correction

Figure 3
SPSS Results of the Normality Test

Based on the test results, the Sig value for the experimental class was 0.193 and the Sig value for the control class was 0.088. Both Sig values were greater than 0.05 (0.193 > 0.05). Therefore, it can be concluded that the final test scores for both classes



were normally distributed. With this normality assumption met, the analysis can then proceed to an independent t-test.

2.2 Independent t-Test Analysis

An independent t-test was conducted to measure significant differences between the test results of the two groups after the learning process was implemented. The test results were used to determine whether or not the CRT approach had an effect on ORR text writing skills. Decision-making was based on a 2-tailed SIG value of 5% (0.05). The results of the independent t-test are shown in the following table.

Independent Samples Test				
	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	3,520	62	0,001	9,219
Equal variances not assumed	3,520	46,907	0,001	9,219

Figure 4
SPSS Independent t-Test Results

Based on the results above, the calculated t-value was 3.520 with a significance value (Sig. 2-tailed) or p-value of 0.001 at a 5% significance level ($\alpha = 0.05$). In a two-tailed test, the t-table value for $\alpha/2 = 0.025$ with degrees of freedom ($df = n_1 + n_2 - 2$) was 1.999. The test results show that the calculated t-value is greater than the t-table ($3.520 > 1.999$) and the p-value is less than 0.05 ($0.001 < 0.05$). This significance value is less than 0.005 ($0.001 < 0.005$), indicating a significant difference between the mean scores of the experimental and control classes. These results indicate that the implementation of CRT significantly influenced the ability to write ORR texts. Students who participated in CRT achieved higher learning outcomes than those who participated in conventional learning.

DISCUSSION

Discussion of the Implementation of ORR Text Writing Learning with a CRT Approach

Learning in the control class was conducted using conventional methods without special treatment, while the experimental class implemented a CRT approach. This approach has five learning steps: self-identity, cultural understanding, group collaboration, critical thinking for reflection, and transformative construction. In this study, the implementation of CRT was combined with the Problem-Based Learning method.

Learning in the experimental class begins with identifying students through cultural profiling. In the Culturally Responsive Teaching approach, this is the first step in understanding students' backgrounds. Cultural profiling involves completing a Google Form containing information on language use, residence, family cultural practices, and experiences with cultural traditions in the community. As a result, educators gain insight into the diversity of students' sociocultural backgrounds. This diversity indicates that students have diverse cultural experiences according to their social environment. This aligns with the theory proposed by Gay (2018), which states that in CRT, student diversity is viewed not as an obstacle but as a learning resource that enriches the learning process. This also aligns with research by Alamsyah et al. (2025) that CRT-based learning emphasizes recognition of students' cultural backgrounds to enhance engagement and learning outcomes.

The diversity of students' cultural experiences benefits this learning process. This is consistent with research entitled "The Application of the CRT approach to Improving Personal Letter Writing Skills in Junior High School Students" (Ocktavia et al., 2024), which found that integrating cultural elements into learning can improve learning outcomes. This finding is also supported by research by Maharotunnisa et al. (2025); Lapasere et al. (2025), which shows that the application of the CRT approach fosters student engagement and creates contextual learning because it is linked to lo-

cal culture. Students can utilize knowledge and experience simultaneously. Cultural experiences that are close to their lives make it easier for them to determine objects of observation, identify information, and describe objects systematically. Thus, learning to write ORR texts becomes more contextual and meaningful because students develop writing based on their understanding of reality.

In the learning process, educators act as facilitators, stimulating interaction between students and providing guidance when they encounter difficulties. This aligns with the learning concept that positions educators as facilitators, whose function is to assist students in constructing knowledge through interaction and learning experiences (Rahmawati et al., 2020). The results of the study indicate that learning proceeded according to these principles, as evidenced by a higher percentage of student activity compared to that of the educator. Based on the observations, it was concluded that both educator and student activity during the implementation of CRT was classified as very good. This was evident from the educator's observation score, which achieved a percentage of 86%. Meanwhile, the student observation score achieved a percentage of 90%.

Student Responses to the Implementation of Culturally Responsive Teaching

The questionnaire consisted of 15 questions structured on a Likert scale with five response options: SS, S, RG, TS, and STS. The response data was then analyzed to measure the level of student acceptance of the CRT approach.

The bar chart (Figure 1) shows that the majority of students received responses above 80%. This indicates that learning using the CRT approach was well-received by students. This is also reinforced by the total score of 100% obtained on statement item X1, namely "I feel that the learning that has been implemented is interesting." Many students gave a score of 5 (SS) to this statement, indicating that learning that links cultural

experiences is able to increase students' interest in learning.

These findings align with a study titled "The Application of Culturally Responsive Teaching in Indonesian Language Learning for Eighth Grade Poetry Texts at SMP Negeri 2 Indramayu" (Saputra et al., 2025), which confirmed that 93.5% of students became more active during the learning process. Student engagement arises because learning is linked to their own real experiences, making the material easier to understand. The CRT approach provides space for students to connect new knowledge with their cultural backgrounds, thus creating a more contextual learning process.

However, based on questionnaire data, statement X7, "I dare to express my opinion during the lesson," received a low percentage, with 31% in the "disagree" (KS) category. This result indicates that the majority of students need encouragement to build confidence when expressing their opinions during the learning process. However, when students write ORR texts, they are confident in expressing their ideas. Students inherently possess the ability to express their opinions, but their confidence needs to be nurtured to develop. In line with this, research by Septi et al. (2026) shows that students with high self-confidence are more motivated and encouraged to actively participate in the learning process.

The results in Table 2 demonstrate that the average student response percentage was 89%. Therefore, it can be concluded that the student response to the implementation of the CRT approach was in the very good category, as evidenced by the high average percentage score.

Discussion of the Effect of the CRT Approach on Learning to Write ORR Texts

The test instrument in this study consisted of a single essay question, namely writing a ORR text. Students in the experimental class wrote ORR texts on the theme of traditions or culture in their surrounding environment. This theme selection was adjusted based on the application of the CRT ap-



proach, which links learning material to cultural experiences. Meanwhile, in the control class, students wrote ORR texts on the theme of school environmental objects without the application of this approach.

Based on the research results, it appears that both groups experienced changes in learning outcomes after the final test. However, the change in the experimental class was greater than in the control class. The mean score for the experimental class increased from 52.81 to 85.94, with a difference of 33.13. Meanwhile, in the control class, it increased from 52.66 to 76.72, with a difference of 24.06.

Based on the results of the normality test in Figure 3, the data were declared normally distributed, as indicated by a Sig. value of 0.193 for the experimental class and 0.088 for the control class. Both significance values were greater than 0.05 (Sig. = 0.05), thus meeting the assumption of normality. Furthermore, the results of the independent t-test (Figure 4) showed a mean of 85.94 for the experimental group, while the mean was 76.72 for the control group. This mean difference of 9.22 is sufficient evidence that students' abilities improved after the learning process. Figure 4 shows that the calculated t-value is greater than the t-table with $df=62$ ($3,520 > 1,999$) and a 2-tailed Sig. value of 0.001, which is less than 0.005 ($0.001 = 0.005$). The results indicate a significant difference between the mean scores of the experimental and control classes.

Changes in writing skills can also be seen in the development of individual student learning outcomes. One example is PD3, whose score increased from 55 on the initial test to 95 on the final test. Before the implementation of CRT, PD3's writing was narrative, focused on personal experiences, and the text structure was not yet systematic. Then, after the implementation of CRT, PD3 was able to compose text with a more complete structure, including general definitions, section descriptions, and conclusions. The content of the writing also developed into more detailed information, includ-

ing information about the activities, parties involved, the atmosphere, and the benefits of the August 17th celebrations in Kedurus Village.

In contrast, in the control class, changes in writing skills did not show significant changes in quality. PD K24's writing during the initial test was quite lengthy, but not well organized and still contained repetition of information. Furthermore, during the final test, although there was improvement in the neatness of presentation, the text structure was still not fully systematic, and the content development did not demonstrate analytical depth. PD K24's writing development was still limited to adding content, not strengthening the organization of ideas and deepening interpretation.

Based on these results, it can be concluded that the CRT approach helped students improve the overall quality of their writing. This improvement was evident in the completeness of the text structure, content development, and the use of more formal, objective, and fact-based language. The use of objective language is a key characteristic of scientific texts because they aim to convey information neutrally and responsibly (Halawa et al., 2025).

Through the perspective of CRT, the results of this study support Gay's (2018) opinion that learning will be more effective when adapted to the cultural background of students because knowledge and experience are used simultaneously in the learning process. During the learning process, students do not simply receive material passively but actively construct knowledge through their experiences. This makes it easier for students to find ideas, develop them, and organize texts systematically. Furthermore, using cultural objects as observation materials makes learning more contextual and meaningful.

The research findings also align with previous research conducted by Firda & Kalele (2024); Ocktavia et al. (2024), which showed that the CRT approach significantly improved students' writing skills. This similarity in results reinforces the CRT approach as an effective learning strategy for im-

proving writing skills, particularly for ORR texts. Utilizing real-life experiences as the primary source of writing also contributes to the clarity and depth of the text's content. Direct experience serves as a foundation for constructing more meaningful and structured writing (Dewi, 2025). Students not only convey information descriptively but are also able to develop more detailed and logical explanations based on observations. This is reflected in the change in the character of their writing, from personal and narrative to more objective, systematic, and in accordance with the rules of observational report texts.

There are several limitations to this study. Not all students experienced significant improvement due to differences in initial abilities and individual levels of understanding. Furthermore, implementing the CRT approach requires more time and preparation from educators, particularly in understanding students' cultural backgrounds and designing appropriate learning. The assessment instrument for ORR text writing in this study also only covered certain aspects. Despite the use of a clear assessment rubric, there is still potential for subjectivity in the assessment process.

It can be concluded that the Culturally Responsive Teaching approach has a significant impact on ORR writing skills. This approach not only improves learning outcomes quantitatively but also improves writing quality, student engagement, and critical thinking skills in the learning process.

CONCLUSION

Based on the results and discussion regarding the influence of the Culturally Responsive Teaching approach on ORR text writing skills in eighth-grade students at SMP Negeri 16 Surabaya, three conclusions can be drawn. First, the implementation of ORR text writing learning using the CRT approach was carried out systematically, from the introduction, core, and closing activities. Students were actively involved in discussions, expressing opinions, and independently drafting ORR texts. This finding is evidenced by the average teacher activity observation score of 86%, categorized as

very good. Meanwhile, the student activity observation score of 90% is categorized as very good. Second, students responded positively to the implementation of the CRT approach in learning to write ORR texts. This is evidenced by the average value of the student response questionnaire of 89%, which is in the very good category. The response range is 80% to 96%. The highest percentage result was obtained by 3 students (9.38%). Meanwhile, the highest frequency was 95%, with 6 students (18.75%). These results indicate that most students stated that CRT learning was interesting, easy to understand, and provided an opportunity for them to relate the material to their experiences.

Third, there is an influence of the CRT approach on the ability to write ORR texts. This is evidenced by the difference in the mean scores of the initial and final tests of the two groups. In the experimental class, the mean score of the initial test was 52.81 then jumped to 85.94 with a difference of 33.13. Meanwhile, in the control class, the mean score of the initial test was 52.66 then increased to 76.72 with a mean difference of 24.06. Descriptively, the results show a greater change in the experimental class than in the control class. The findings are supported by the results of the independent t-test which obtained a 2-tailed Sig. value of 0.001 smaller than 0.005 and the calculated t is greater than the t-table ($3.520 > 1.999$). Thus, it can be concluded that there is a significant influence on the application of Culturally Responsive Teaching in learning to write ORR texts.

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