



An Investigation of EFL Students' Attitudes Toward Culturally Responsive Pedagogy in Speaking Classes

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Abstract

Particularly in multicultural classrooms like those in Indonesia, culturally responsive teaching (CRT) provides inclusive practices that serve a variety of learners. With an emphasis on positive and negative answers across four aspects: experience, attitude, feeling, and belief, this research investigates students' perceptions about culturally responsive teaching implementation in an English-speaking class at Universitas Muslim Indonesia's English Education Department. A qualitative case study design was used to gather information from 12 students using field notes, observations, interviews, and documentation. Miles and Huberman's interactive model was used in the analysis. According to the findings, most students thought that culturally responsive teaching improved their motivation, cultural sensitivity, and involvement in class. Due to emotional discomfort or a lack of knowledge with cultural content, some students did, however, express fear and limited engagement. The research emphasizes how culturally responsive teaching may be both powerful and difficult for some people, and it makes contributions to improving it for consistent, emotionally inclusive teaching methods. In theory, this research advances culturally responsive teaching in higher education; in practice, it gives lecturers guidance on how to create speaking exercises that are inclusive of all cultures while addressing the anxiety and engagement issues of their students. The findings suggest that higher education institutions should integrate



culturally responsive teaching (CRT) as a core component of teacher training and curriculum development, particularly in English language education. Lecturers need continuous professional development to effectively design and facilitate culturally inclusive speaking activities that not only reflect students' diverse backgrounds but also mitigate anxiety and foster meaningful engagement. Institutional policies must support culturally responsive pedagogy by encouraging reflective teaching practices, developing culturally rich teaching materials, and creating safe classroom environments where emotional discomfort can be addressed constructively. Future studies are recommended to examine CRT in larger and more diverse populations, and to explore the impact of specific CRT strategies on different language competencies beyond speaking.

Keywords: *Case Study; Cultural Diversity; Culturally Responsive Teaching; Higher Education; Language Education; Qualitative Research; Speaking Class; Student Perceptions.*

1. Introduction

Culturally responsive teaching (CRT) has become a crucial pedagogical strategy to meet the requirements of varied learners in today's multilingual and multicultural educational environments. In order to promote engagement, equity, and inclusion, culturally responsive teaching refers to instructional strategies that recognize, honor, and integrate students' cultural origins into the learning process (Gay, 2013b). The classroom in Indonesia, a country known for its diverse ethnic groups, dialects, and belief systems, becomes a microcosm of the country's larger cultural diversity. This diversity necessitates teaching techniques that foster tolerance and understanding across cultural boundaries in addition to imparting knowledge, especially in higher education institutions. Due to cultural hierarchies, a lack of inclusive classroom procedures, and a fear of making mistakes, students in many Indonesian language classes frequently hesitate to voice their opinions. Students from different cultural and linguistic backgrounds experience unequal chances and passive involvement as a result of these problems. Although the goal of speaking lessons is to foster communication competence, traditional methods usually ignore students' cultural identities and life experiences, which leads to low confidence and disengagement. Therefore, using culturally responsive teaching in speaking classes is crucial to establishing secure, empowering, and culturally accepting environments where all

students can flourish. The interaction of language and culture becomes critical to English language instruction (ELT), and speaking classes in particular. According to Kramsch (1993), language acquisition is not value-neutral; rather, it is a product of cultural settings and is influenced by identity and social interaction. Therefore, speaking classes provide a perfect setting for using culturally sensitive teaching methods that inspire students to express their ideas, reflect on who they are, and develop their communication skills through cultural sensitivity.

Significant research gaps still exist despite the fact that culturally responsive teaching has been extensively examined, especially in Western contexts. The advantages of culturally responsive teaching on student engagement and academic performance have been demonstrated by studies like (Billing, 1995; Villegas and Lucas, 2002). However, little focus has been placed on how students view culturally responsive teaching, especially when it comes to university-level speaking classes. Even fewer studies have looked at culturally responsive teaching in Southeast Asian or Indonesian contexts, where collectivist beliefs, classroom power dynamics, and cultural hierarchies may have different effects on student engagement than they do in Western contexts (Phan, 2010). For instance, cultural expectations of deference to authority may make students in some Asian classes reluctant to voice alternative ideas to authority (Hofstede, 2001). Furthermore, while prior research supports the theoretical benefits of culturally responsive teaching, its use in the classroom frequently lacks depth and consistency (Sleeter, 2011). The need for studies that document learners' lived experiences and perceptions of culturally responsive teaching, particularly from non-Western viewpoints, is underscored by these gaps.

This research's uniqueness comes from its emphasis on how students perceive culturally responsive teaching in speaking sessions at an Indonesian institution, an underrepresented situation in the literature. Although earlier research has examined culturally responsive teaching from the viewpoint of teachers or curriculum designers (Gay, 2018; Kozleski, 2010), this research gives student voices priority in order to highlight both empowering and difficult elements of culturally responsive language teaching methods. This lens provides a deeper knowledge

of how students experience and understand cultural inclusion, rather than how teachers expect it to be.

Gay's (2018) a paradigm of culturally responsive pedagogy, which stresses incorporating students' cultural experiences, communication preferences, and beliefs into the learning process, serves as the theoretical foundation for this research. Kramsch's (1993) theory of language and culture, which holds that language acquisition is inextricably linked to the learner's identity and cultural positioning, provides a useful complement to this. The analysis of how cultural inclusion impacts students' experiences, attitudes, feelings, and beliefs in speaking classes is guided by these frameworks. The research methodology is based on the interactive model of qualitative data analysis developed by Miles and Huberman (1994), which includes data condensation, data display, and conclusion drawing. This makes it possible to analyze data gathered via field notes, interviews, classroom observations, and documentation in a methodical and exacting manner. Emergent themes, including cultural affirmation, emotional comfort, participation hurdles, and perceptions of instructor involvement, can be identified thanks to the conceptual framework, which connects the theoretical foundations of culturally responsive teaching with students' actual classroom experiences.

Since there isn't much research on how students perceive culturally responsive teaching in language classes in higher education, especially in multilingual Asian environments, this research provides insightful information for language teachers, curriculum designers, and legislators. By revealing the advantages of CRT-based speaking classes as well as the emotional or structural difficulties that students encounter, the research advances a more sophisticated comprehension of the practical applications of inclusive pedagogies. With an emphasis on equitable instructor participation, cultural balance, and emotional support, it also offers evidence-based recommendations for enhancing implementation tactics.

This research aims to investigate and classify students' opinions about culturally responsive teaching in college-level English-speaking courses, highlighting both positive and negative categories in the aspects of experience, attitude, feeling, and belief.

2. Methods

In order to obtain a comprehensive grasp of how students perceive culturally responsive instruction in a particular educational setting, this research used a qualitative research design using a case study methodology. This research used a multiple case study methodology, concentrating on various student groups in Universitas Muslim Indonesia's English Education Department. The research is classified as instrumental since it attempts to investigate students' perceptions of culturally sensitive instruction in order to comprehend wider ramifications for the educational environment. The case study was chosen due to its ability to examine intricate phenomena in authentic environments (Yin, 2018). Purposive sampling was used to select participants, enabling the researcher to pick people who had firsthand knowledge of the topic under investigation (Creswell, 2017). 12 students, aged 18 to 19 years, who were enrolled in Universitas Muslim Indonesia's English Education department, participated. The participants represented a range of cultural backgrounds and were in the second semester. Some of them had prior experience in multicultural educational settings. Data were collected through multiple instruments, including semi-structured interviews, classroom observations, field notes, and documentation to ensure triangulation and data richness. Data analysis adhered to the interactive model developed by Miles and Huberman (1994), which comprises data display, data condensation, and conclusion drawing/verification. Finding recurrent patterns in the field notes and interview transcriptions allowed for the first round of coding during the data condensation phase. Responses pertaining to "student engagement," for example, were first categorized as "participation." In order to illustrate the connections between student perceptions and culturally responsive teaching practices, the data were then shown as a matrix. In the last stage, which was topic extraction, broad themes like experience, attitude, feeling, dan belief. Then, a number of validation techniques were used to guarantee the findings' validity. By giving the interview transcripts back to the participants for their examination and approval, member checking was carried out. In order to guarantee consistency, peer debriefing was also conducted, in which other researchers examined the data analysis procedure. To guarantee

accountability and openness throughout the learning process, an audit trail was kept, recording every action made.

3. Results and Discussions

Here, the researchers found 2 categories, namely positive and negative perception, with four aspects, namely experience, attitude, feeling, and belief. This research obtained data from interviews with 12 different students who studied with the implementation of a culturally responsive teaching approach in a speaking class by their lecturer. The following is data obtained from interviews with 12 students of the English Education Department of Universitas Muslim Indonesia.

3.1. Students' Positive Perception

Here, students' positive perception has four aspects, namely: experience, attitude, feeling, and belief. For more details, the researchers will explain below:

3.1.1 Experience

Students also had positive learning outcomes towards the use of culturally responsive teaching (CRT) in teaching speaking. They appreciated the perception that the material offered conformed to their tendencies as a culture, and therefore, they found interest in learning. Besides, the focus on the different cultures when presenting helped student expand their visions and made them think that what they were learning in class was very real and close to them. This also made learning fun and encouraged them to remain fully interactive during the lessons taking place in class. In this aspect, namely the experience aspect on students' positive perception, there are several students who have responses whose content is the same, but the researchers only take one to represent the response. The students are: S2 and S4 have the same contents, then S3 and S5 have the same content too. But other students had a different response.

Extract 1

S1: *Yes, with that, we as students can discuss and exchange opinions.*

(Interview with S1, 30 /05/2024)

Based on the data above, the student has positive learning attitudes towards the teaching and learning content when culturally responsive teaching is practiced, particularly in the sharing of ideas and discussions (Rahmana, 2024). This way, they can get as engaged in the learning process as they are forced to be listeners, but not very active ones. In a discussion space, other students' opinions can be easily located, and that makes the students change their views towards different options (Calibara, 2025). It also opens up students to more social interactions, fosters teamwork, and respect among the learners. This demonstrates that culturally favorable teaching strategies are effective in helping the lecturer to develop more lively and engaging learning activities among students (Ashrafova, 2024).

Extract 2

S2: *Yes. Not only my culture but also my friends' culture. Exploring different cultures makes me find similarities and differences that are certainly unique.*

(Interview with S2, 30/05/2024)

From the data presented above, the student stood to benefit positive effects of culturally responsive teaching in terms of cultural contact. It not only worked as a way to learn more about their own culture, but also served as a means to allow a peek into the other students' culture (Gay, 2013a; Kozleski, 2010). This process gave a clear insight into the various aspects of cultures that were perceived as completely unique and of interest. This experience was therefore rich in cultural understanding since students not only learned how to embrace diversity, but individual and common values as well were established (Martin et al., 2024). Thus, culturally based learning was not only transformed into a learning that was aimed at enhancing academic achievement, but also lifelong experiences were enhanced. This term shows that this approach fosters effective and constructive cross-cultural learning for all the participants (Sam and Berry, 2010).

Extract 3

S3: *Yes, I study. Not only about culture, but various cultures are studied.*

(Interview with S3, 30/05/2024)

Based on the data above about the students' perception, the culturally responsive teaching approach gives them a full understanding of culture: not only their own culture but also other cultures, as well. So, this process assists them in knowing cultural diversity at large, expands their opportunities, and provides more experiences (Karacsony et al., 2022). That is why multicultural education allows students to improve their cross-cultural attitude, which has a positive effect on students' activity in a multicultural environment (Basman and Bayram, 2024). This also enables students to be accepted by their peers in the class, and also enables them to accept diversity since it's important for making learning as well as social edification a plus rather than something to combat (Vavrus, 2008).

Extract 4

S7: *...other cultures can be very related to our culture, interesting things that can be obtained, such as: One, appreciation of one's own culture, for example, by understanding other cultures, we can appreciate our own culture more. Second, innovation and adaptation. Sometimes other cultures can inspire us to be creative with our own culture. Third, comparison can reveal differences with universal values. Fourth, maintaining cultural sustainability.*

(Interview with S7, 31/05/2024)

Based on the data above, the student understood that culturally appropriate learning was advantageous in extending their comprehension of culture as well as their own culture and other cultures. And they pointed out that this approach let them understand their own culture in the moment of reflection when getting to know other cultures. Further, they also believed that they were influenced to come up with some kind of invention or culture that may suit their region, or their time (Karacsony et al., 2022). The activity of comparing cultures allowed learning about such aspects as values that can be used in practice. In addition, this approach fostered cultural sustainability by making the students more accountable for the process of preserving cultures they are studying with their own culture. This indicates that a culturally responsive teaching approach opens up a gap for learning that cements the link between people and cultural differences in this world (Reskyani et al., 2024).

Extract 5

S8: *During my studies at Universitas Muslim Indonesia, I felt very active in learning. Both actively learn as a group and individually.*

(Interview with S8, 31/05/2024)

In the data above, culturally responsive teaching, as reported by students, gives them the energy to be proactive in the learning process, including group learning. Ideas can be more actively searched in an environment like Universitas Muslim Indonesia which the students can be more actively participate to share the knowledge (Anyichie, Butler, and Nashon, 2023). As well as fostering inter-group communication, the approach also cements individual learners' abilities to grow independently. Students found learning independence and involvement in lesson discussions, which makes the learning process engaging and worthwhile (Gay, 2018). I assuage this by the fact that through this approach, they are able to show how it fosters the activeness in the learning process and is able to enhance the learning atmosphere as well as their academic potential (Shevalier and McKenzie, 2012).

Extract 6

S10: *...by doing the assignments given by the lecturer, answering questions when asked by the lecturer, and expressing opinions when discussing. Yes, because obeying the rules and being present in class is a sign that we are involved in learning.*

(Interview with S10, 31/05/2024)

In the data above, the student perceives that cultural sensitivity in learning is presented through their engagement in several group exercises (Anyichie et al., 2023). Passing tasks assigned, responding to questions posed by lecturers, and contributing to discussions are very real indicators of their concern and engagement in the learning process. Students discover the significance of following rules and attendance as some of the obligations as a learner, which signifies a high degree of engagement. While it helps to enhance their discipline, it also helps develop the morale to engage in the creation of an equal learning environment. This is beneficial

as it helps them get a purposeful learning experience and enhances their inter and intrapersonal communication (Dollah et al., 2014).

3.1.2. Attitude

In this research, students demonstrated very positive attitudes toward the culturally responsive teaching approach. This they felt suppressed a feeling of inclusion and honor for diversity that resulted in enhanced student interaction and communication. On the same note, their positive attitudes emerged from seeing that this approach allowed them to air their biased opinions without feeling demeaned. Thus, they experienced cultural appreciation and recognition. Students also affirmed the perception that culturally responsive teaching was an up-to-date knowledge tool in a globalized world. In this aspect, namely the attitude aspect on students' positive perception, where there are several students who have responses whose content is the same, but the researchers only take one to represent the response. The students are: S2, S3, and S11 have the same contents, then S7 and S9 have the same content too. But others had a different response.

Extract 1

S3: *Yes, multicultural awareness is very important to create more inclusive and in-depth learning. For example, many students come from different backgrounds but still respect each other.*

(Interview with S3, 30/05/2024)

Based on the data above, this student that one has positive attitudes towards multicultural awareness by appreciating the role of diversity in the formation of worthwhile learning experiences (Karacsony et al., 2022). They appreciate differences in culture, which creates a healthy situation in class since members do not interfere with each other's space. Besides, it makes learning more diverse and opens the hearts of learners to embrace each other through empathy and tolerance cases (Siregar et al., 2023). By doing so, students are more associated with real social and cultural conditions, and it becomes not only an effective but also highly impactful learning process in their lives.

Extract 2

S5: *Yes, it is very much appreciated. For example, from the first meeting in class, we were asked where we came from so that we could respect cultural differences.*

(Interview with S5, 30/05/20)

From the data above, the student is embracing diversity due to a feeling valued in a context that considers cultural differences. Right from the word go, activities like telling a partner about one's culture form a ground of mutual respect (Cuffee, 2020). Thus, this approach enhances the relationship between students and makes them more emotionally responsive and tolerant of the deliberate differences. This sort of attitude ensures that everybody is accepted in class and everyone has his/her own part to play in the class. It also assists the students in getting an insight into how cultural sensitivity could contribute to better social relations in society. They therefore become more motivated, compelled to engage and explore other cultural experiences (Gay, 2018; Paris and Alim, 2017).

Extract 3

S7: *Yes, such as mutual respect and tolerance, for example, having different cultural backgrounds but feeling accepted and respected, and developing a good understanding by learning to appreciate differences.*

(Interview with S7, 31/05/2024)

This student considered that having a culturally responsive learning approach chosen for them to an extent promotes attitudes of mutual respect and tolerance (Windayani et al., 2024). Despite having diverse cultural backgrounds, they feel accepted and respected in the learning environment. It allows them to widen their knowledge of the importance of respecting diversity more significantly. Besides enjoying the friendly environment, the student reinforces their social interactions while improving the need for unity in the diversity of life in the classroom (Silseth and Ersad, 2018). Such an attitude opens up for the development of a learning community where participants would appreciate the diversity and enhance the learning process in the class.

Extract 4

S8: *Yes, for example, my friends still want to be friends with me even though my way of speaking is different from theirs and my accent is different because I grew up in Papua, but they still want to talk to me and they accept those differences well.*

(Interview with S8, 31/05/2024)

Based on the data above, in this regard, this student expressed perceptions that culturally relevant learning practices contributed to building an environment that prevented discrimination, for example, on the basis of speech or accent from determining possible failure in relationship formation (Billing, 1995; Gay, 2018; Kozleski, 2010). For instance, in speech or accent, people from different cultural backgrounds may be perceived and identified differently, but their companions were comfortable engaging and accepting these differences very well (Karacsony et al., 2022; Reskyani et al., 2024). This indicates that the learning that accepts and respects cultural diversity is beneficial in improving the system relationship between students, improving respect, and eventually encouraging aspects of communication among students.

Extract 5

S10: *Yes, for example, not criticizing people of different ethnicities and cultures, respecting other people who are worshipping according to their religion and beliefs, and respecting the opinions, thoughts, and positions of others.*

(Interview with S10, 31/05/2024)

From the data above, the student thinks the culturally responsive teaching approach makes students appreciate each other's differences best in religion, beliefs, and culture (Ali, 2021). For instance, they do not tease one another because the latter is from a different ethnic group or culture; instead, they appreciate diversity. They also express gratitude for the friends who are praying to their religion and belief, and value the opinion that comes from the head and heart of other friends. In doing so, this approach frees up more space for positive interaction and support within the strands of difference in the class (Abdalla and Moussa, 2024).

Extract 6

S12: *Yes, for example, my classmates come from different regions, but we do not choose our friends based on their origins. Even if someone is from Papua, Kalimantan, or elsewhere, we still socialize with them without considering their background.*

(Interview with S12, 31/05/2024)

Based on the data above, this student believes that the culturally responsive teaching approach makes them engage others to develop friendship and friendship networks irrespective of colour, religion, or birth region. For instance, although learners from other classes come from different regions like Papua, Kalimantan, or others, they can freely associate and do not distinguish between one another (Bank, 1993a). This proves that practicing cultural diversity in learning fosters acceptance of other students and provides stakeholders with sufficient opportunity to get through their formal and informal interactions. This approach enhances respect for each other and enhances classroom cohesiveness (Charoensilp, 2024).

3.1.3 Feeling

Increased students' engagement and passion are noticed by the researchers in class using the culturally responsive teaching approach. They also believe that due to the respect for cultural differences, the class is more enjoyable and fun. Having constructive feedback as a result of the lecturers' assessment also adds to motivation since the students get the feeling that they are valuable and therefore participate more in group discussions. Besides, they believe that they receive fair treatment from lecturers, who give each and every learner a chance to air their opinions, without feeling superior or inferior to anyone. This gives everyone a favorable climate, which makes learning easier because students feel welcomed and accepted. In this aspect, namely the feeling aspect of students' positive perception, there are several students who have responses whose content is the same, but the researchers only takes one to represent the response. The students are: S1, S5, and S6 have the same contents. But others had a different response.

Extract 1

S3: *Yes, I feel quite involved. Yes, it has greatly influenced me in better public speaking and improvement in learning.*

(Interview with S3, 30/05/2024)

In regard to this data, one can ascertain that the students are rather embracing learning via the culturally responsive teaching approach (Abdalla and Moussa, 2024). This student perceives a very positive impact from practice on their ability to make presentations in the classroom. This involvement has an outcome concerning the enhancement of the learning process, where they are more comfortable and have the ability to speak out (Caingcoy, 2023). Thus, with this cultural diversity approach, students receive more appreciation and, in turn, are ready to embrace the learning process. It all goes a long way towards making the student develop or transform in a certain way in the academic world.

Extract 2

S4: *Of course, it's very exciting, especially since the lecturer always pays attention to his students.*

(Interview with S4, 30/05/2024)

From the data above that the students are happy and enthusiastic when they learn using a culturally responsive teaching approach (Charoensilp, 2024). They regard it as fascinating and fun, in addition to the emphasis that the lecturer places on them. The feeling of being attended to and supported by the lecturer enhances students' learning because they spend more time and effort to learn. The training environment is, therefore, and cordial one; students feel valued and have the incentive to contribute to the teaching process.

Extract 3

S5: *I feel that the development of my critical thinking has increased so far, and I am more able to express my opinions freely.*

(Interview with S5, 30/05/2024)

From the data as presented that students have a positive response towards the culturally responsive teaching approach in that it enhances the development of critical thinking skills (Aceves and Orosco, 2014). The flexibility in the classroom environment makes them feel that they can speak more freely as they wish. In addition, it assists them in enhancing their self-confidence levels, analytical ability, and communication skills as well. This proves that when culturally appropriate learning facility circumstances are put in place and implemented, then the academic and individuality of all students can be encouraged to reach their full potential (Szelei et al., 2020).

Extract 4

S8: *My learning environment is perceived as one that supports social justice and inclusion, it allows students to develop optimally and become tolerant and respectful citizens.*

(Interview with S8, 31/05/2024)

Based on the data that student perceives the learning environment based on culturally responsive teaching as an environment that protects social justice and inclusion (Humairoh, 2022). This environment also affords the student the best practice ground, inasmuch as the academic and social personal development of the student is concerned. At the same time, the given approach can make students more tolerant and polite individuals because they come to realize that diversity is valuable in social communications (Siregar et al., 2023). As a result, culturally responsive teaching fosters an environment in which students' comprehensive development may happen.

Extract 5

S9: *My feelings about the feedback I received from my lecturers were very important and helpful to me in learning. The feedback given by my lecturer always focused on long-term learning goals and provided constructive suggestions.*

(Interview with S9, 31/05/2024)

On the basis of this data, the a definite appreciation of students in the learning processes, the feedback provided by lecturers (Crisianita and Mandasari, 2022). The feedback and comments are believed to be very useful and much valued to enhance the quality of their learning. The student deems the lecturer's feedback as constructive because the goals of our course do not stop at achieving good performance in the long term. This gives students the chance to develop more deeply and enhance their speaking skills and to feel that they are more directed to learn.

Extract 6

S10:...by being fair to everyone according to their rights and obligations, maintaining a balance between one's own rights and obligations, respecting the rights of others, and not discriminating on the basis of race, ethnicity, and religion.

(Interview with S10, 31/05/2024)

From the data above that the student felt valued in the learning process, which refers to social justice and the recognition of the rights of every person. Students feel confident in their ability to demand or expect their rights as well as to give deserved respect and compliance with their duties and responsibilities (Howard, 2003). The basic principle of fairness gives students the impression of stability while interacting with other students or people. They also feel that people should not discriminate on the basis of their colour, race, or background. The assumption here is to foster a welcoming, acceptable climate for each person's growth and education (Bank, 1993a; Gay, 2015; Paris and Alim, 2017).

Extract 7

S12:...Such an environment also encourages collaboration, reflection, and concrete actions to create equity and inclusion in education.

(Interview with S12, 31/05/2024)

From the data above that the student thinks that a learning environment that embraces social justice leads to better student cooperation (Howard, 2003). Since the need to work together towards the realization of certain objectives hence,

enhances learning. This environment that is just and inclusive also makes the learner think about how he or she is learning, and it also brings out an aspect to put what is learnt into practical use, in the sense of creating justice and inclusion in learning. It not only enhances their participation in the acquisition of new information, but also boosts their tenability to social responsibility (Idrus and Sohid, 2023).

3.1.4. Belief

Students believe that the culturally responsive teaching (CRT) approach has a significant positive impact on their learning process, especially in improving their speaking skills. They also consider such a method necessary for improving the understanding of English as well as the enlightenment of very important values such as tolerance, empathy, and cultural diversity. Students' cross culturally gained the perception that they are more competent in managing relationships with other people and that they are more inclusive than before. It also motivates them to struggle, learn, and even make an effort to be involved in a class. They opine that apart from the fact that it fosters academic achievement, it also fosters the social growth of the kids, making them socially viable, responsible, and ready to address the multicultural world. In this aspect, namely the belief aspect on students' positive perception, there are several students who have responses whose content is the same, but the researchers only takes one to represent the response. The students are: S5 and S8 have the same contents, then S2, S9, and S11 have the same content too. But others had a different response.

Extract 1

S3: *...it has greatly influenced me in better public speaking and improvement in learning.*

(Interview with S3, 30/05/2024)

Based on the data above that the student believes if the view that developing a culturally responsive teaching approach facilitates their course public speaking in the classroom during the learning process (Reskyani, 2024). It makes them more comfortable in public speaking, and it also develops their speaking skills in a general

perspective. Students realize that when they get a chance to discuss and learn about other cultures, their learning is more rewarding and productive (Hammond, 2015).

Extract 2

S4:...quite involved, it really influences me in speaking and increases my level of confidence.

(Interview with S4, 30/05/2024)

These data evidence that students believe the influence of the culturally responsive teaching approach in enhancing their interest in learning to speak, in particular. They are not only guaranteed improved speaking skills but also a confidence boost. By embracing culture, students became at ease by speaking in classes and during public speaking activities than before, since most of them enjoyed the cultural diversity policies protecting them from any bullying or discrimination (Mackay and Strickland, 2018). Besides, they believed that it assisted in enhancing their interpersonal communication and also enhancing their public speaking.

Extract 3

S6: ...provides equal access and opportunities for all students, regardless of race, gender, background, etc.

(Interview with S6, 30/05/2024)

Based on the data proves that a culturally responsive teaching approach can make all students equal and allow them to succeed without distinction. According to the students, access or opportunities are afforded to each person indifferently based on race, color, sex, or national origin (Bank, 1993b; Billing, 2009). Students feel valued when the setting of learning encourages them to contribute to the ongoing process. This approach gives assurance that all student has equal opportunity, which creates confidence in themselves to be more courageous in speaking and interacting in class. With this approach, students also gain more significance since they acquire knowledge and skills based on their own individuality (Cuffee, 2020).

Extract 4

S7: *Yes, because it can help identify areas where students excel and areas that need improvement, and make students learn more effectively.*

(Interview with S7, 31/05/2024)

From the data above that culturally responsive teaching practice assists students to appreciate their strengths and weaknesses, and liabilities in the learning process. Thus, using this approach, students feel 'more helped' in order to distinguish the strong and the weak aspects of content in them, and can be improved. They are less distracted in learning from other things and can easily focus on self-development. The notion that such an approach may enhance the efficiency of learning is motivating the students and making them more confident. Students realize they are encouraged to work through learning-teaching strategies introduced by lecturers to achieve the best self in as many ways as possible, both in the classroom and in their individual lives (Caingcoy, 2023).

Extract 5

S8: *...by giving practical assignments, I feel very actively involved in the learning process.*

(Interview with S8, 31/05/2024)

Thus, based on the data above that was provided in the approach to culturally responsive teaching, the utilized practical tasks allow enhancing students' engagement in learning activities (Abacioglu et al., 2020; Caingcoy, 2023). Students appreciate practical sessions because they allow them to try what has been learned in the classroom, and as such, it is meaningful learning. Apart from making students be active participants in the class, it also helps the students be more confident in speaking and in making their points across. Because activities have a lot to do with learning processes, several students are more motivated and inspired to engage in several activities in the learning process (Craig and Roehrig, 2016). Besides that, the mentioned method also contributes to students' critical thinking and problem-solving skills. Therefore, it appears that practical tasks are more effective in establishing a relevant, dynamic, and student-oriented learning environment.

Extract6

S10: *When the lecturer gives assignments and discussions to their students, and the students are able to complete their assignments, discuss well, and be active in class, this will affect the learning experience.*

(Interview with S10, 31/05/2024)

Based on the data above, relational assignments and discourses by the lecturer are other variables that cultivate students' confidence in culturally appropriate learning. When the students can finish their tasks and achieve the desired results, they make significant contributions to the course and general discussions during the class; this makes a positive difference to the learning experience of the students (Aceves and Orosco, 2014; Charoensilp, 2024; Hammond, 2015). In this way, the skills associated with academics are not only reinforced, but they also feel confident about it in an environment that will accept them no matter their difference. This confidence arises from the understanding that in learning, there is a part to play for every person, making the process more significant and relevant. Lastly, it enhances the students' self-assertion in this strategy as a helpful technique for learners' learning and overall progression.

Extract 7

S11: *...receive feedback from the lecturer so that I always know my own weaknesses, so that I can improve them.*

(Interview with S11, 31/05/2024)

Based on the data above, getting feedback from the lecturer enhances this thing, which is considered by the students to be helpful in culturally-responsive learning (Mireles-Rios et al., 2019). The correction enables the student to realize his/her areas of strength, offers guidance when dealing with tasks, and generally enhances the standard of learning. Students sense that it fosters a positive approach, which, if nurtured academically and personally, will create an environment that supports self-development. This belief further strengthens the view that the actual culturally responsive teaching approach process of learning is not just a learning process

but also an effective tool to foster ethnic practice, self-awareness, motivation, and stimulate interest in better learning (Ashrafova, 2024; Calibara, 2025).

3.2 Students' Negative Perception

Here, students' positive perception has two aspects, namely: experience and feeling. For more details, the researchers will explain below:

3.2.1 Experience

Some of the students did not benefit from the culturally responsive teaching approach, while others did. Certain developing ideas stemmed from a belief that the material taught with the help of this approach was not applicable to students' lives or was too complicated. They also believed that an overemphasis on cultural content reduced the learning objective to improving speaking skills. Experiences like these made them feel passive in the learning process, and they usually had a perception that this model was less relevant to them. In this aspect, namely the experience aspect on students' negative perception where there are only 2 students who have a negative response. The students are: S11 and S12.

Extract 1

S11: *...I'm not very active in studying, but of course I have to try so I do not fall behind the others.*

(Interview with S11, 31/05/2024)

From the data above, the students' negative responses toward their experiences in learning with the culturally responsive teaching approach included feelings of passive learning. They were being challenged in their attempts to get an active participation in learning, even when they appreciated the need to attempt to make it by catching up. It appeared that their engagement was slightly passive, although they expressed understanding that they should not stay behind, they continued to struggle to chase the learning that was deemed challenging (Rahmana, 2024). This shows objections to the culture learning approach because it might take a longer time and more energy to apply as opposed to other types of learning approaches. These feelings make it cumbersome for the students who practice being shy to

participate or even express their stand, hence altering their learning experience (Samuels, 2018).

Extract 2

S12: *My experience in active learning when I exchange ideas with friends and lecturers, I do not feel more involved in learning because in class, many of my friends are also involved in the teaching and learning process.*

(Interview with S12, 31/05/2024)

Based on the data above, the students who gave negative responses to their experiences in learning with a culturally responsive teaching approach were of the opinion that, while they engaged in discussion and exchanged ideas with friends and lecturers, they did not feel more involved or gain more from the learning process. So they pointed out that they did not heavily participate in the process. This all points more to a dissatisfaction or lack of encouragement in the learning context or fewer opportunities for personal interaction with the lecturers. This leads towards the assertion that though students do engage in these discussions, this model does not afford them enough opportunities whereby they would feel more personally involved in learning (Rahmana, 2024).

3.2.2 Feeling

Students who have negative feelings towards the culturally responsive teaching (CRT) approach also experience pressure and anxiety whenever they participate. They believe that a learning environment that is centered on culture can be uncomfortable, and sometimes people do not feel at ease discussing issues related to culture. This pressure arises from the ability to put forward personal opinion or experience, which may be seen as inferior to and/or incomparable with the contribution of those around. Further still, other students experience low self-confidence in issuance of their views because they may lack adequate mastery of the language, or they may feel neglected or unimportant. This anxiety can limit their interaction in classes and reduce their interaction with the subject matter. In this aspect, namely the feeling aspect of students' negative perception where there are only 2 students who have a negative response. The students are: S2, S7, and S11.

Extract 1

S2: ...*But with a supportive environment, it can minimize the negative effects that could affect my motivation and achievement.*

(Interview with S2, 30/05/2024)

Based on the data above, the student who responded negatively regarding their feelings about learning with the culturally responsive teaching approach felt pressurized and stressed, more so when they were engaged in Learning activities that needed them to be active. Notwithstanding, they noted that this kind of anxiety comes with negative feelings; however, a positive environment can minimize the effects. Having a sense of cultural competence and nearby social supports is anticipated to enable them to neutralize the effect of pressure they realize, to sustain motivation and academic performance. This implies that, irrespective of the anxiety, there is an appreciation that enhancing the classroom environment, socially and intellectually, is healthy for their emotional health and learning (Rahmana, 2024; Samuels, 2018).

Extract 2

S7:...*I am afraid to take risks, reluctant to express ideas freely, and anxious.*

(Interview with S7, 31/05/2024)

Based on the data above, concerning the response that the student had towards the feelings elicited by the culturally responsive teaching approach toward learning, this student, who had negative feelings, could not come out clearly with their generated ideas due to fear. This was associated with risk-taking, whereby speaking in front of the class would be associated with predisposing factors such as fear of being judged or failure to be understood (Bledsoe and Baskin, 2014; Samuels, 2018). This means that while the culturally responsive teaching approach seeks to ensure that this is not the case, there are students who still feel limited by some fear or anxiety that hinders them from fully participating in the discussion. This might help reduce these feelings and increase engagement from lecturers and classmates when more support is provided.

Extract 3

S11: *I personally find it hard because there are so many things I have to think about. But I might be able to express my thoughts freely.*

(Interview with S11, 31/05/2024)

Based on the data above, the student who responded negatively about their feelings in learning with the culturally responsive teaching approach felt pressured up by the many things to envisage during the discussions. While some of them are allowed to write freely what they wish, the experience they get from so many factors that come along with the process is the feeling of the hard part of the work. This means that even though a culturally responsive teaching approach encourages freedom in speech, if, for instance, there is pressure or anxiety on how to address certain topics or how best to pass a point across, this exercises pressure or anxiety on the students (Hammond, 2015). Hence, students can have a lighter feeling through the offer that the specific aspect of the mental load is managed, and there is a free, more open space so that they can contribute at their best.

4. Conclusion

In particular, this research looked into how students' perceptions of speaking classes that use culturally responsive teaching (CRT). The results unequivocally showed that there are two primary types of perception: positive and negative. Students' experience, attitude, feeling, and belief that supported the use of culturally responsive teaching were all included in the aspect of the positive perceptions category. These included a more inclusive learning environment, higher cultural respect, enhanced confidence, and better participation. On the other hand, in category negative perception, unfavorable opinions were found in the same four areas in experience and feeling aspects, but they represented issues like anxiousness, a lack of drive, and trouble adjusting to materials from other cultural backgrounds.

These results clearly show that culturally responsive teaching significantly affects students' affective and psychological reactions. Lecturers are therefore urged to create speaking exercises that are inclusive of all cultures and to use teaching methods that take into account the cultural backgrounds of their students. Future

culturally responsive teaching implementations should also take into account the usage of feedback tools and confidence-building techniques like peer support and nonjudgmental speaking exercises, as some students expressed feelings of nervousness or discomfort. The unfavorable perceptions found, especially those about nervousness and speaking apprehension, are directly linked to these recommendations.

All things considered, this research contributes to the expanding corpus of research on culturally responsive teaching in higher education and highlights how crucial it is to comprehend students' perspectives to improve teaching strategies in multicultural classrooms.

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