

Implementation of Culturally Responsive Teaching (CRT) to Improve Procedural Text Writing Skills: A Study at SMPN 12 Palu

Ni Kadek Intan Rahayu¹, Syamsuddin², Ridha³

^{1,2,3} University of Tadulako, Indonesia

E-mail: nikadekintanrahayu@gmail.com¹, syamsuddinkoida598@gmail.com², ridhasuluki@gmail.com³

Article Info

Article history:

Received September 04, 2025

Revised September 15, 2025

Accepted September 28, 2025

Keywords:

Culturally Responsive
Teaching, Writing, Procedural
Text, Local Culture.

ABSTRACT

This study aims to improve the procedural text writing skills of seventh-grade students at SMP Negeri 12 Palu through the implementation of the Culturally Responsive Teaching (CRT) approach. This research employed Classroom Action Research (CAR) using the Kemmis and McTaggart model conducted in two cycles. The results showed a significant improvement in students' writing ability. Learning mastery increased from 27.27% in the pre-cycle to 68.19% in the first cycle and reached 100% in the second cycle. The CRT approach proved effective in linking learning with students' local culture and real-life experiences, making the learning process more contextual, interactive, and meaningful.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

By Kadek Intan Happy

University of Tadulako

Email: nikadekintanrahayu@gmail.com

INTRODUCTION

Language is an important means of developing the ability to think, communicate, and express oneself. One of the language skills that is the focus of learning Indonesian in junior high school is writing skills. Writing is the most complex language skill because it involves critical thinking skills, drafting ideas, and mastering language structures (Tarigan, 2008).

Procedural texts in the context of functional learning are one of the important types of texts because they contain instructions or steps that must be carried out sequentially and logically. This is in line with the opinion of Emilia (2012) who emphasized that writing procedural texts trains students to think systematically and use effective language to convey instructions. However, the reality in the field shows that many students still have difficulty in writing procedural texts. The results of the initial pretest in class VII A SMPN 12 Palu show that most students have not been able to compile procedural texts with the right structure, the use of appropriate command sentences, and cohesion and coherence between sections. This difficulty can be caused by the lack of connection between the material and the real experience of students and learning strategies that are still conventional.

An approach that can bridge this need is *Culturally Responsive Teaching* (CRT). CRT is a learning approach that focuses on the use of culture, identity, and student experiences as the basis for the teaching and learning process (Ladson-Billings, 1995). With this approach, teachers not only deliver material, but also relate learning to the context of students' daily lives so that they feel valued and more motivated. Gay (2010) also emphasized that CRT is

able to create relevant, meaningful, and inclusive learning because it places the culture of students as an asset in learning. Based on this frame of thought, the implementation of CRT in learning to write procedural texts is believed to help students to more easily express ideas based on their own experiences. For example, write down steps to make traditional foods, regional games, or local cultural activities that they are already familiar with. Thus, students' writing skills can develop while fostering appreciation for local wisdom.

This study aims to describe how the implementation or application of the CRT approach can improve the ability to write procedural texts for students in grade VII A SMPN 12 Palu. Through classroom action research, it is hoped that effective strategies will not only be found in improving writing skills, but also create more contextual learning, respect diversity, and support the strengthening of students' literacy in a sustainable manner.

RESEARCH METHODS

This study uses Classroom Action Research (PTK) because it is oriented towards improving learning practices in the classroom on an ongoing basis. The research model used adapts the concept of Kemmis & McTaggart in the form of repetitive cycles. Each cycle consists of four main stages, namely planning, implementation of actions, observation, and reflection. The success of this study was successful if 75% of students obtained learning results with a score of >75 . The subjects of the study were students of class VII A SMPN 12 Palu with a total of 22 people. The procedures and data collection in this study are as follows:

1. The pre-cycle is carried out by providing a pretest to evaluate the initial knowledge possessed by students.
2. Planning is to design learning tools with a *Culturally Responsive Teaching* (CRT) approach, prepare observation sheets, assessment rubrics, and test instruments for writing procedural texts.
3. The implementation of the action is to apply procedural text writing learning by relating the content of the text to the cultural experience and daily environment of students.
4. Observation is observing student involvement and collecting the results of student writing.
5. Reflection is analyzing the results of the cycle, finding obstacles, and formulating

Data analysis was carried out qualitatively and quantitatively. Qualitative data are analyzed through reduction, presentation, and drawing conclusions. Meanwhile, quantitative data was obtained from students' writing scores which were analyzed using averages, percentage of completeness, and increase in results between cycles. Miles, Huberman, & Saldaña (2018, p. 15) explain that "*qualitative data analysis is a process that takes place continuously, starting from the time the data is collected to the conclusion is drawn.*"

RESULTS AND DISCUSSION

1) Description of the Cycle

Before the implementation of the Culturally Responsive Teaching (CRT) approach, a pre-cycle was carried out to determine the initial ability of students to write procedural texts. The results of the pretest show that most students still have difficulty writing texts with the right structure and language. Of the 22 students, only 6 people (27.27%) achieved a score of ≥ 75 , while 16 people (72.73%) have not completed. Common mistakes found include the use of inappropriate command sentences, inappropriate steps, and the use of inappropriate conjunctions.

Table 1. Distribution and Percentage of Precycle Value for Writing Procedural Texts

No	Value Range	Category	Frequency	Percentage (%)
1	91–100	Very High	0	0 %
2	81–90	Tall	2	9,09 %
3	71–80	Keep	4	18,18 %
4	61–70	Low	9	40,91 %
5	≤ 60	Very Low	7	31,82 %
Sum			22	100 %

2) Description of Cycle I

In the first cycle, learning to write procedural texts is carried out by applying the CRT approach through activities that relate the content of the text to the local culture of Central Sulawesi. The teacher asked the students to write down the steps to make traditional kaleo, *tetu cake*, and *palumara*.

The results of the analysis showed an improvement in writing skills. Students begin to be able to use command sentences appropriately and arrange steps in sequence. However, there are still mistakes in the use of cohesion and spelling.

Table 2. Distribution and Percentage of Grade Cycle I Writing Procedural Text

Yes	Value Range	Category	Frequency	Percentage (%)
1	91–100	Very High	3	13,64 %
2	81–90	Tall	5	22,73 %
3	71–80	Keep	7	31,82 %
4	61–70	Low	6	27,27 %
5	≤ 60	Very Low	1	4,54 %
Sum			22	100 %

The percentage of learning completeness increased from 27.27% to 68.19%. Despite significant improvements, the completion target has not been achieved. Therefore, improvements were made in cycle II with a focus on improving language accuracy and strengthening the local cultural context through group discussions.

3) Cycle II Description

In the implementation of cycle II, the application of *the Culturally Responsive Teaching* (CRT) approach is focused on strengthening students' cultural experiences directly. The teacher asks students to write procedural texts based on their own activities, procedural texts related to cultural activities or customs of the people of Central Sulawesi. Students can choose themes related to traditional ceremonies, traditional culinary, folk games, local crafts, and traditional clothing according to the students' personal experiences. Learning activities are carried out collaboratively, and students are given space to discuss, exchange experiences, and display the results of writing in front of the class.

The learning process is more active and meaningful. Learners seem enthusiastic because the topics written are close to their lives. The results of the writing show an

improvement in terms of content, structure, and the use of more precise command sentences. Cohesion and coherence between steps are also better than the previous cycle.

Table 3. Distribution and Percentage of Grade Cycle II Writing Procedural Text

No	Value Range	Category	Frequency	Percentage (%)
1	91–100	Very High	8	36,36 %
2	81–90	Tall	9	40,91 %
3	71–80	Keep	5	22,73 %
4	61–70	Low	0	0 %
5	≤ 60	Very Low	0	0 %
Sum			22	100 %

Based on the table above, all students have achieved learning completeness with a score of ≥ 75 . These results show that the application of *Culturally Responsive Teaching* (CRT) has succeeded in increasing the effectiveness of writing procedural texts optimally, thus affecting the results of the study. In addition, the learning atmosphere becomes more interactive, contextual, meaningful, and fun because learners write texts based on their own local cultures and experiences, making it easier for students to write procedural texts.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Culturally Responsive Teaching (CRT) approach has proven to be effective in improving the ability to write procedural texts for students in grade VII A SMP Negeri 12 Palu. This approach is able to connect learning with local culture and students' real experiences, making it easier for them to express ideas in a coherent, logical, and according to linguistic rules. A significant increase can be seen from student learning outcomes in each cycle, namely from the pre-cycle of 27.27% increased to 68.19% in cycle I, and reached 100% in cycle II. This shows that CRT has a positive impact on students' motivation, engagement, and learning outcomes in writing procedural texts. Through the application of the CRT approach, the learning process becomes more fun, contextual, and meaningful. Students not only write based on theory, but also depart from their own cultural experiences, such as making traditional foods, folk games, and traditional ceremonies. This kind of learning makes students more active, confident, and proud of their local culture.

The researcher suggests that Indonesian teachers can apply or develop the CRT approach in learning to write, especially in other types of texts, to create an inclusive learning atmosphere, respect diversity, and strengthen students' cultural and character literacy. In addition, further research is recommended to examine the effectiveness of CRT in different learning contexts or other levels of education to expand the benefits of this approach in the world of education.

BIBLIOGRAPHY

Alim, S., and Rohman, F. (2020). The application of the Culturally Responsive Teaching approach in improving Indonesian learning outcomes. *Journal of Indonesian Language and Literature Education*, 5(2), 101–112.

Emilia, E. (2012). Writing a thesis and dissertation: A genre-based approach. Bandung: Rizqi Press.

Fitriani, R., and Mulyani, D. (2022). The influence of local culture-based learning on the ability to write procedural texts of junior high school students. *Indonesian Journal of Education and Learning*, 7(3), 215–226.

Gay, G. (2010). *Culturally responsive learning: Theory, research, and practice* (Second Edition). New York: Teachers College Press.

Hidayat, M., and Yusuf, N. (2023). Integration of local wisdom in learning to write through a culturally responsive approach. *Lingua Educatia: Journal of Language Education*, 12(1), 45–59.

Miles, M. B., Huberman, A. M., and Saldaña, J. (2018). *Qualitative data analysis: Method source book* (Fourth Edition). Jakarta: Sage Publications.

Rahmawati, I., and Supriyanto, A. (2024). Implementation of Culturally Responsive Teaching to improve students' motivation and literacy skills. *Indonesian Educational Scientific Journal*, 9(1), 88–97.

Tarigan, H. G. (2008). *Writing as a language skill*. Bandung: Angkasa.