# IMPROVING STUDENTS' SPEAKING MASTERY THROUGH CULTURE-BASED LEARNING (CBL) CONTENT

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## ABSTRACT

This research focuses on the use of Culture-Based Learning (CBL) as learning content to improve students' mastery of English speaking. This research aims to look at the use of Culture-Based Learning (CBL) in improving the English-speaking mastery of class VII students at MTs. Negeri Tojo Una-Una. MTs Negeri Tojo Una-una is located in the District of Ratolindo, Tojo Una-una Regency, Central Sulawesi. The population in this research were all class VII students for the 2022/2023 school year with the amount of 77 students. This research method is a quantitative method with a quasi-experimental design using a sample of students in class VII A and VII B with a total of 50 students obtained by purposive sampling technique. To collect data, this research uses tests as instruments, namely pre-test and post-test given in the form of the oral test either in groups or individually. Based on the research findings, it was concluded that the use of Culture-Based Learning (CBL) as learning content shows a significant improvement. This is shown by the percentage improvement of 44.50% in students who are members of the experimental group, while in the control group, there is only an improvement of 10.60% from the pre-test, treatment, to the post-test.

**Keywords:** English Speaking; Culture-Based Learning; Content of Teaching English

## INTRODUCTION

The education system and curriculum in Indonesia incorporates English as a subject taught at the junior and high school level (Maduwu, 2016). In learning English, students learn language components such as speaking, writing, reading, and listening. One of the most important skills in learning English is speaking. The apparent goal is for the students in grades VII-IX could increase their willingness to learn English, especially speaking skills, to support their communication in the future. Speaking is identified to be difficult to learn. Yet, speaking is very important in human life, and through speaking, people can communicate with others.

When speaking, someone usually faces some troubles in social interaction like he or she cannot produce his ideas, arguments and feeling communicatively. One sometimes can understand what others say but they are not able to communicate it. This may happen because of low practice, low motivation, less communication competence, and self-confidence. Ideally, if one can understand an expression, one should be able to produce it.

Some problems faced by English learners such as: they were lack of motivation in English learning, and they were not fluent in speaking and also the students have low self-confidence in using English in speaking class, and they are shy to speak English in front of their friends. Besides, the teacher is not able to accommodate the students' problem in speaking and could not create a good situation in teaching the learning process in the classroom.

Therefore, teachers must develop teaching strategies to increase student's interest in learning English, especially in speaking skills. One of them is by developing learning content that contains local culture or CBL (Culture Based Learning) Content. Culture-based Learning is the inclusion of local culture in learning content, which so far has no place in the school curriculum in Indonesia, even in the learning process of various subjects being taught. Culture-based Learning will change the learning environment of teachers and students into a pleasant learning environment. In addition, it can create an attractive learning atmosphere and allow students to actively participate in every discussion based on the culture they are familiar with so that students' interest and willingness to learn can increase (Fahrurrozi, 2015). As a basis for determining student ability scores, researchers used two components, namely fluency and comprehension. These 2 components will be the basis for determining the score of students' ability to speak English.

Learning can happen anywhere and anytime throughout one's life, one of the places most often associated with learning is school. School can be said as a place of culture, because learning is one of the civilizing processes (Fahrurrozi, 2015). Culture according to Fahrurrozi (2015) is "a complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society." From this definition it can be concluded that culture is whole, that culture can include various aspects and manifestations, and that culture can also be obtained through

the learning process. To differentiate this study from other studies, the researchers present previous studies as a comparison.

A study was conducted by Padmadewi, Nitiasih, and Artini (2009) entitled "Conceptual Model of Culture-Based English Learning for Elementary Schools in Bali." This study found that Culture-Based English Learning played an important role in providing a new atmosphere for

students, so it triggered an increase in willingness to learn English. English Teachers also play an important role and are required to be able to present fun learning so that students will enjoy learning more. Another research was conducted by Warmadewi, et al., (2021) entitled Culture-Based Communicative English Learning. It was conducted in the province of Bali and took Balinese culture as the object of research. They found that through communicative English learning, students felt happier and could understand the material. Taught well even though they did not meet or meet face to face. This activity gives students a plus about culture. The result of culture-based communicative English learning is that students who initially do not understand vocabulary containing elements of Balinese culture or local wisdom become more understanding and understanding after being given the learning.

A similar study was also conducted by Ningsih and Kara (2022) This research entitled "Development of Ende-Lio Local Culture-Based English Reading Materials for Junior High School Students." They used the Research and Development (R&D) Method and referred to the Dick and Carey learning model. They conducted interviews with teachers and community leaders to find out which cultural areas could be included in their research. In their interviews with teachers and community leaders, they found a variety of local cultures that they could incorporate into teaching materials, such as Local Food, Traditional Dances, Traditional Rituals, Traditional Houses, and Tourist Attractions. After being developed, the reading material was validated by the validators to see its validity. Based on the validation results from the two validators, namely the material expert validator and the graphic expert, as well as from the conclusions obtained from the validators the reading material that has been developed can be tested with several things that must be revised. The prototype of Ende-Lio culture-based English reading material that was developed was in the form of a module, and however, it was concluded that the Ende-Lio local wisdom-based English reading material product that had been developed could be used with slight revisions. It is hoped that it will increase students' willingness to learn English, especially Basic Speaking because the teachers refer to teaching materials that have been adapted to the local culture that students are already familiar with.

Research on the same topic was conducted by Asholahudin, Hufad, Leksono, and Hedrayanai (2021) The study was entitled "Literature of Students Through the Development of English Teaching Materials Based on Local Culture in the Context of First Middle School English Curriculum." The research found that English teaching materials based on local culture will add to the quality of education more meaningful and enjoyable because it relates to the characteristics of the region that he wrote about. In this case, the author focuses on the local culture of the city of Cilegon. It needs to be created and developed to improve the literacy and insight of students in loving the heritage of the nation's founders. After seeing and studying the results of some of the studies above, the researchers attempts to find out the effectiveness Culture-based Learning (CBL) in increasing the speaking skill of seventh-grade students in MTs. Negeri Tojo Una-Una.

Culture-based learning is a learning strategy that integrates, unifies, and creates an environment with cultural elements as part of the learning process (Fahrurrozi, 2015:4). At the core of the learning process at school is the process of culture, which is intended by the process of culture is for the student's academic achievement, to empower attitudes, knowledge, traditions, and to develop a culture in one cultural community through student academic achievement.

Culture-based learning brings local culture which has not always had a place in the school curriculum into the learning process of various subjects in schools. In culture-based learning, the learning environment will turn into a pleasant environment for teachers and students that allows teachers and students to participate actively based on the culture they already know so that they can obtain optimal learning outcomes. Students feel happy because their very rich cultural knowledge and experience can be recognized in the learning process.

## METHOD

The study employed quantitative research aimed at testing hypotheses of the data that had been collected according to previous theories and concepts. According to Hardani et al., (2020), quantitative research is a systematic scientific study of its parts and phenomena and relationships. The purpose of quantitative research is to develop and use mathematical models, theories and/or hypotheses related to natural phenomena. The process of measurement is a crucial part of quantitative research. It provides an overview or answers to the fundamental relationship of the quantitative relationship. As the process of creating a quantitative and scale sample use is thought to represent the population, the result can be used as a basis for generalization of the represented population.

The study employed experimental or quasi-experimental research methods. Experimental research is research manipulating stimuli, an experimental condition, and then observing the impact of treatment. Thus, the study is a study to identify the difference between learning results as a result of the different treatments given to two classes, namely experimental and control classes.

The design of this research proposed by Arikunto (2006) is as follows:

Table 1 – Experimental group and Control group

| | | | |
|---|---|---|---|
| Experimental group | $O_1$ | X | $O_2$ |
| Control group | $O_3$ | - | $O_4$ |

In this research, the population refers to the whole subjects where the researchers conducted the research. The population of this research was students from seventh grade at MTs.N 1 Tojo Una-Una, consisting of 77 students. The distribution of each class can be seen in the following table:

Table 2– Student distribution of each class

| No. | Class | Number of Students |
|---|---|---|
| 1. | VII A | 25 |
| 2. | VII B | 25 |
| 3. | VII C | 27 |
| **Total Population** | | 77 |

According to Sugiyono (2012), a sample is a part of the number and characteristics possessed by the population. It means the sample is the object of the research. In this research, the total population used was three classes, consisting of seven A, seven B, and seven C classes. To determine the control group and the experimental group, the researchers used a purposive sampling technique, which chose one class which would become the experimental group and one class which would become the control group. The determination of the two classes that became the experimental group and the control group is based on the cognitive ability level of students in each class. Cognitive ability in this research refers to students' abilities in terms of students ability to speak English. This then becomes a comparison and consideration in determining the two classes that are cognitively the "lowest" class. The experimental group or experimental class in this research was the seven A class, and the seven B class became the control group or control class.

In this research, the researchers used tests as instruments, Tests are tools used in the context of measurement and assessment, usually in the form of a number of questions or questions given to be answered by the subject under study. Then, the student's cognitive learning

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outcomes were recorded in the data by going through the oral test. The test used in this study is an oral test. The test was administered to each student from the two sampled classes. Beginning with a pre-test which is the initial data on students' ability to speak English, then at the end of the study a post-test was given as a comparison and to see the increase in students' ability to master their speaking skills. The oral test consisted of six questions on the pre-test and seven questions on the post-test, involving students from each experimental class and control class. The tests in this study are divided into pre-test and post-test as follows:

1.    Pre-test was used to know the students' abilities before giving treatments, so the researchers could find the students' prior knowledge. It is conducted for both the experimental and control groups. They are asked to answer the questions that will be given in the oral test. It can be initial information about students' speaking ability mastery before treatment. The result of this test provided the researchers with preceding information about the student's speaking ability.

2.    After giving a treatment, the researchers gave a post-test. Post-test is the last test for the experimental and control group, after conducting the treatment. The purpose of this post-test was to find out students' willingness to learn to speak after getting the treatment. In addition, it is intended to find out the significant difference between the students' speaking ability before and after treatment and to find out whether the media is suitable or not.

Data analysis represents an activity after data from all of the respondents on other sources have been gathered (Sugiyono, 2006). In quantitative research, the data analysis technique used is a statistical test. This statistical test can be used to calculate the data obtained and can later be analyzed. After giving tests to students to collect data to identify their abilities of students, the researchers analyzed the scores obtained by students using several steps, starting with calculating individual scores using the formula purposed by Arikunto (2006:308) below.

$$\Sigma = \frac{X}{N} \; x \; 100$$

After the individual scores were collected, the researchers calculated the mean scores of each experimental and control class in the post and pre-test using the formula proposed by Arikunto (2006:313) below.
1.    The formula used for the experimental class:

$$M_x = \frac{\Sigma_x}{N}$$

2.    The formula used for the control class:

$$M_y = \frac{\Sigma_y}{N}$$

After that, the researchers used square deviation formulas proposed by Arikunto (2006:312) are follows:

1.    The formula applied for the experimental group:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{n}$$

2.    The formula applied for the post-group:

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{n}$$

The hypothesis is defined as a prediction about the result of the research. It can be the direction of the expected relationship between two or more variables. In measuring the data, the hypothesis has criteria. It can be accepted or rejected. The criteria for hypothesis testing are stated below. If the t-counted is higher than the t-table, it means that the hypothesis of the research is accepted or the treatment is effective for the students in learning speaking skills.

## FINDINGS AND DISCUSSION
## FINDINGS

**The Students' Speaking Mastery Improvement**

The researchers begin the research process by preparing test instruments. The test phase starts with the pre-test given to each group, the experimental group, and the control group. The forming test is an oral test given to all students, either in groups or individually. The pre-test was given on March 13th, 2023, for the experimental group and control group. In the pre-test, the researchers asked the students to do the task in oral form, and practiced it in front of the class, together with their group mates. The researchers counted the mean score of students by applying the formula which is proposed previously.

The result showed that the total score of the students is **1062.5** which is the highest score is **75.00** and the lowest score is **25.00,** the value that frequently appeared is **25.00.** The passing grade scores applied to these two classes have been adjusted to the passing grade scores in the schools that are the subject of this research, namely **73.00.** Then the researchers calculated the mean value of the above results and found that the mean value of these results is **4.25**. The researchers also conducted a pre-test in a control group on the same day as the experimental group and obtained the results of the analysis as follows The result showed that the total score of the students was **887.5** which is the highest score is **75.00** and the lowest score is **12.50** the value that frequently appeared is **35.5**. The mean value of the control group's pre-test results is **35.5**.



Pre-test Score Achievement (Experimental Group)
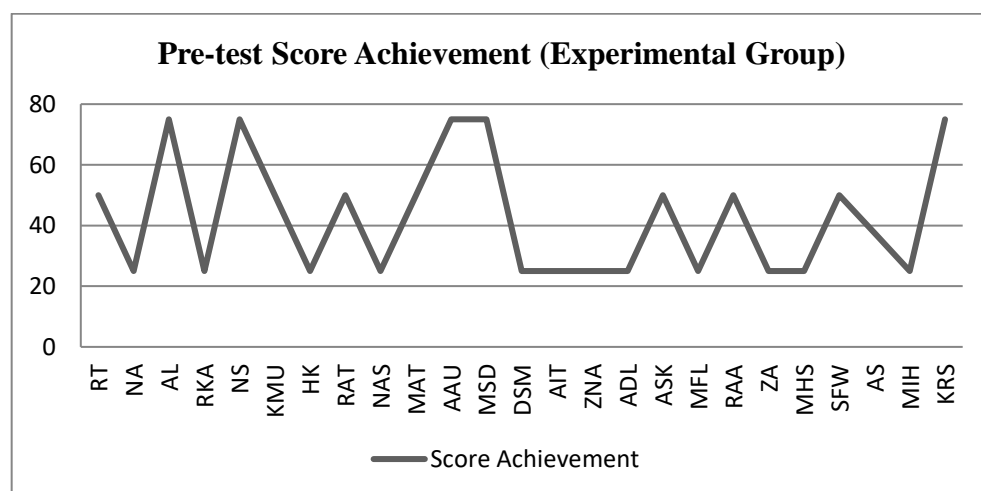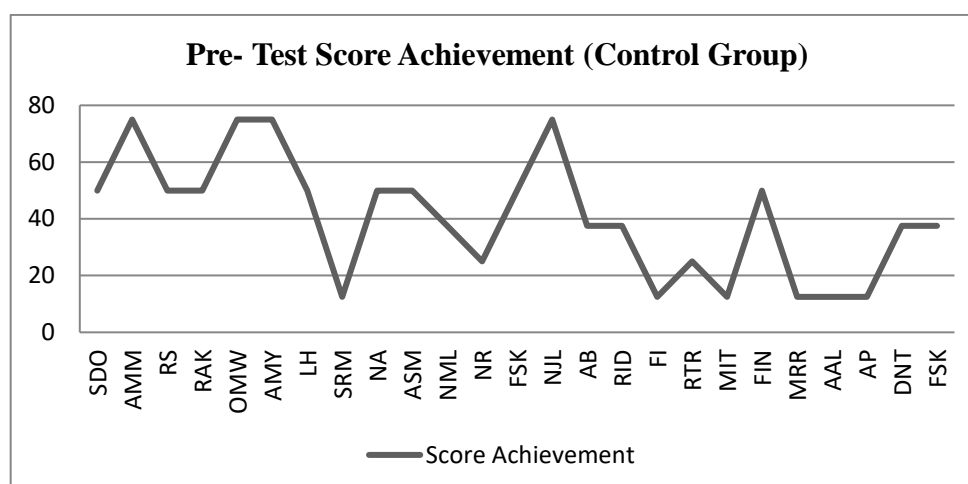
After carrying out the pre-test, the researchers then proceeded to the stage of giving treatment to the class that became the experimental group. The researchers then introduce Culture-Based Learning to students by incorporating cultural elements into every learning content that is taught in class. At the first meeting, students were asked to listen to two narrative texts that contained self-introductions along with identities related to the student's own culture, for example, region of origin, traditional foods that are popular in their area, etc. The researchers divided these students into small groups of two people who were their classmates. After dividing the students into the small groups referred to earlier, the researchers then allowed the students to listen and see together the sample text that the researchers displayed for 15 minutes, and next wrote it down. Then, the researchers allowed the students to memorize and repeat it. Finally, students are asked to come to the front of the class one by one and then practice self-introductions based on the material from the text that was given before.

In the second to sixth meetings, the teaching patterns did not change, it's just that the topics and practical examples given were different, for example, at the fourth to sixth meetings, the researchers gave simple conversation patterns with friends, which of course contained the material in the conversation is about Indonesian local culture. In this way, researchers pay attention to the increase in students' willingness to learn, because the content they learn is related to their daily lives and has also affected improving students' speaking mastery.

After completing the sixth meeting of treatment in the experimental group, the researchers then gave a post-test with the same pattern as the pre-test, namely an oral test. In the oral test, the researchers gave two instructions, which are describing one of the popular traditional cultures in Indonesia, and making and practicing simple conversations about culture in Indonesia. The results of the post-test showed a good improvement in students' speaking mastery in the experimental group, shown by 18 out of 25 students experiencing good improvement in speaking mastery. So it can be concluded that the use of Culture-Based Learning as learning content has improved students' speaking mastery.

This happens because the use of Culture-Based Learning (CBL) as learning content provides a new learning atmosphere for students. In addition to students recognizing the noble culture of their nation, students can also get to know each other with their friends who have different cultural backgrounds. Based on the observations of researchers during the process of giving treatment, students seem to enjoy, are active, and attractive because what they learn is related to their daily lives, in this case, their own culture.

Related references and relevant studies that have been carried out by several researchers before, such as: research conducted by Asholahudin, et al., (2021) show that the use of teaching materials (content of English learning) in this case Culture-Based Learning (CBL) is very relevant to use and needs to be developed to improve students' abilities not only in speaking skills but as well as in other skills in English. In addition, Warmadewi, et al., (2021) looked at the use of communicative methods (learning through videos, animations, images, etc.) by incorporating cultural content into the learning process. They found, that there was an increase in students' ability to process words both in oral form (speaking and reading skills) and in writing (Writing skills). It was also seen in the enthusiasm of the students in working on each exercise given by the researchers, which they worked on in groups. In this case, the researchers admit that the methods of writing, repeating, and memorizing more or less influence students' speaking mastery, as supporting methods applied to students.

After administering six treatments in the experimental class, the researchers gave post-tests to the students. The post-test aimed to find out students' improvement after the treatment. The post-test was given by the researchers on April 3rd, 2023. The same formula was used to calculate students' scores on the post-test in the experimental group. The result showed that the total score of the students is **1625.00** which is the highest score is **100.00** and the lowest score is **37.50** the value that frequently appeared is **75.00**. From these results, the mean value is obtained at **65.00**. The post-test was also conducted in the control group but without treatment. Post- test in the control group aimed to find out the difference between using the treatment and not using the treatment in increasing students' speaking mastery. The result showed that the total score of the students is **912.5** which is the highest score is **87.5** and the lowest score is **12.5** the value that frequently appeared is **37.5**. The mean score of the students of the control group is **36.5**.


Post-Test Score Achievement (Experimental Class)

**Post-Test Score Achievement (Control Group)**
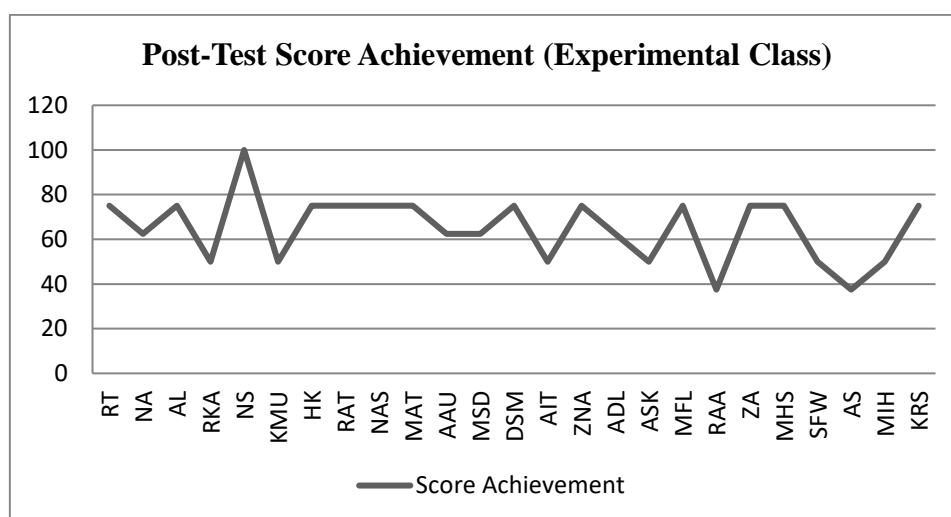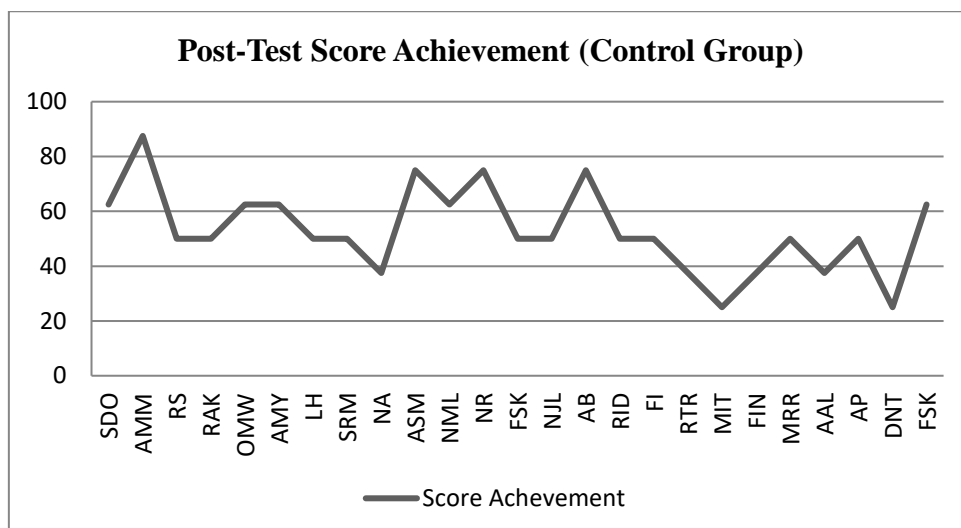


From the data above, the researchers can interpret that the result of the post-test in the experimental group **65.0** is higher than–the test **42.5,** and it approximately increased **to 22.5**. In the control group, it showed that post–test **36.5**, which is also higher than pre–test **35.5**. It increased **to 1.00**. It can be seen that the score of the experimental group is higher **at 21.5** than the control group. It is widely accepted that the student's speaking Mastery had improved significantly after getting the treatment based on the data which shows the differences.

From the data obtained from statistical analysis using the Statistical Program for Social Science (SPSS) software, it was found that the hypothesis was applicable. In conclusion, using Culture-Based Learning (CBL) as a content of English learning has improved the speaking mastery of the seventh-grade students of MTs. Negeri Tojo Una-Una. Therefore it can be concluded that the use of Culture-Base Learning (CBL) as learning content has been able to provide a good improvement in students' speaking mastery. The data also showed an increase from pre-test to post-test in the amount of 44,5% and a 33,5% difference with the control group. Even with the problem and difficulties, the speaking mastery of the students is increased significantly by using Culture-Based Learning (CBL) as learning content.

**Improvement Percetage of Students' Speaking Mastery**
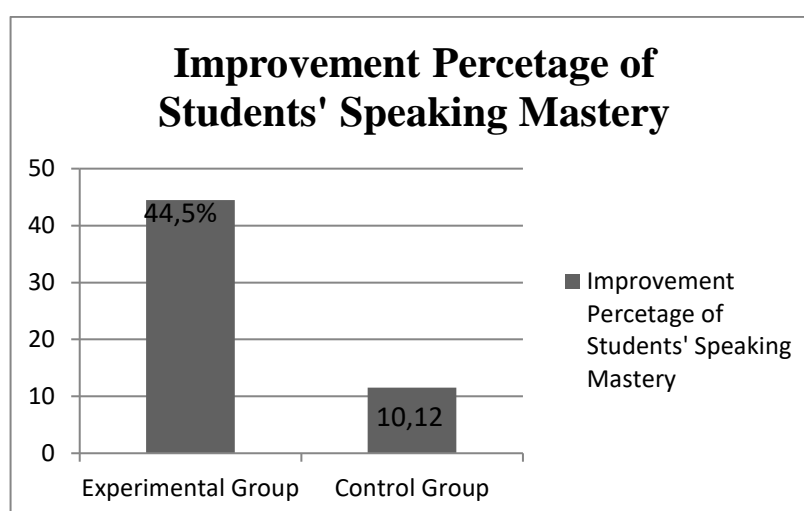


## CONCLUSION

Based on the findings data and discussion it can be concluded that students' speaking

mastery in the experimental group of this research significantly increased from pre-test mean score (42,5) to post-test mean score (75,00). The score increased up to 44.5% after treatment using Culture-Based Learning (CBL) as the Content of Learning. In the control group, the mean score of pre-test (35,5) to post-test (36,5) only increased by 10,12% without treatment. It shows that Culture-Based Learning (CBL) as the learning content has significantly improved students' speaking mastery at grade VII A in MTs. Negeri Tojo Una-Una. Furthermore, students seem to become more active and enjoy the lessons. They have a deficiency in basic English, yet, they improve during learning and get better in evaluation

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