Culturally responsive English teaching: Developing a model for primary school EFL teachers in Indonesia

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This study aims to develop a CRET (culturally responsive English teaching) model using development studies consisting of a preliminary design and formative evaluation. Two English teachers and 33 fifth graders from Medan primary schools in Indonesia participated in the study. Classroom observation, semi-structured interviews, reflective journals, researcher notes, and a pretest-posttest provide a range of data. CRET integrates teachers' and students' experiences into a teaching and learning model. CRET requires teachers to comprehend goals and targets for English language learning. The CRET model is intended for students to learn English via their life experiences, learning styles, and expectations. A design process was used to improve the instructional strategy, content integration and graphic feasibility of the model. Students' scores suggest that the model affects learning. By promoting student tolerance for differences, and cultural knowledge which could reveal their identities. CRET encourages teachers to teach about diversity, praise the use of L1 in English class and that learning syntax is systematic. The CRET model, demonstrates that integrating a student's culture and social life into the learning environment can help them learn English.

Introduction

Historically, the Ministry of Education and Culture (MoEC) set English as a local content subject aimed at developing communicative competence by adjusting to regional potential or local wisdom. This provision was introduced in an effort to fulfil local needs and as a way of preserving Indonesian culture (MoEC No. 79. 2014; Mayor No. 23, 2014). The Decree of MoEC No. 060/U/1993 regarding local content lessons contained several provisions including that (1) Teaching English in elementary schools is started from grade 4 to grade 6, for students aged 10-12 years; and (2) Schools can implement English lessons if they have teachers who are qualified in teaching English (Zein, 2017).

Regulations further stipulate that English learning must be designed by English teachers and a school curriculum development team by linking the potential and characteristics of each region in Indonesia. In addition, the policy stipulates that the curriculum must be student-centred, developmentally appropriate for primary students, relevant, responsive, culturally sensitive, contextual, and global. According to the policy, English teaching must start from the student's need of English, their characteristics and the things they already know and are experiencing. Lesson topics selected as part of the policy are; home and family, class, school, friends, food and drink, tourism, traditions, and the student's culture and experience.

If a teacher is unable to design lessons that integrate the students' characteristics and local wisdom according to the set rules (Zein, 2016), they face serious implementation problems that result in the teacher relying on course books and student worksheets where

the content is not integrated with the local culture (Hawanti, 2014). A teacher should have the means to design learning based on existing policies (Sulistyo et.al, 2019; Sutarsyah, 2017). The use of a course book is also an alternative solution to English teaching in other Asian countries (Garton et al., 2011; Johnstone, 2019) causing the teaching emphasis to be placed on grammar and vocabulary (Hanewald, 2016; Kirkpatrick & Bui, 2016). This situation illustrates that learning English is often undertaken in difficult or less optimal conditions (Kuchah, 2018) and can point to why Indonesian English proficiency remains low. Data from the *Education First* survey 2022 edition by EF English Proficiency Index based on test results of 2.1 million adults in 111 countries and regions reported that the score for English language learning in Indonesia is lower than any other Asian countries. Zein (2017) added that the English skills of junior high school students were also low, even though they had studied English since elementary school.

Designing an effective learning and teaching model that meets policy requirements could help improve the situation (Brown & Green, 2016). The purpose of this research was to develop a *Culturally Responsive English Teaching* (CRET) model for 5th grade primary students. CRET is derived from *Culturally Responsive Teaching* (CRT) and *Teaching English to Young Learners* (TEYL). CRT makes learning interesting, entertaining, and easy (Gay, 2002; Rahmawati et al., 2020) and, by incorporating students' cultural connections, can increase achievement (Gay, 2013; Hollins, 2008). CRET is an approach used in English language learning that integrates students' personal characteristics and their cultural social background.

Kafele (2013) confirmed that CRT helps students build their identities, tolerate differences, participate more, and think critically when they feel safe and comfortable in class. Interacting with peers and teachers helps motivate students to learn (Burke-Smalley, 2018; Krasnoff, 2016; Kumar et al., 2018). CRT develops social skills (Samuels, 2018), students are more open to new experiences and can express themselves to the teacher who listens. Their idea to track student learning progression is commendable.

Language and culture are inseparable. Language learners indirectly learn culture (Hinkel, 1999). Learning a language should enable students to participate in all parts of life (Kim, 2020). Kuchah (2018) considered that international students' English classes require their own culture. Using a student's own culture can aid L2 learning where local culture is integrated into educational materials (Florentino, 2014; Huang, 2019; Yousef et al., 2014). Students feel more comfortable and expressive when using their own material to learn a language. Bilash (2009) calls this a "literature based approach" where any literature can be employed if it incorporates target language components.

The focus of this study was on designing and implementing the CRET model to explore the impact on students' English language skills and their cultural awareness. Objectively, through this research, the integration of student's characteristics and their cultural background in the lesson may be possible. The findings of this research, will raise English language teachers' awareness that integrating students' characteristics and their cultural background can be used as a teaching model for English lessons. English teachers will be made aware of the many different ways they can teach English. English teachers being

able to exercise their own best professional judgment concerning responsive teaching, under circumstances wherein there is likely to be high diversity in the needs for and nature of the foundation in English skills and engagement that primary school graduates should take with them into their secondary education phase. The CRET model is expected to encourage student's cultural awareness, ensuring their cultural identity remains highly respected.

Method

Research design

The aim of this study was to answer the research question: how was the CRET model developed and what was its impact? The goal was to examine the design, development, and implementation phases of the model (Bakker, 2018). The model was developed using design-based research (DBR). DBR is a flexible research approach that aims to improve educational practice by developing and conducting an intervention in collaboration with researchers, practitioners, and experts (Reeves et al., 2011; Wang & Hannafin, 2005).

Students and teachers from two primary schools in Medan, Indonesia participated in the research with one English teacher and 12 students from one school, and one English teacher and 21 students from the other school. The implementation of CRET model was conducted in small groups and a field test class during one semester. The researcher recorded the teaching activities, the advantages and disadvantages during implementation of CRET model. The researcher interviewed teachers and students at the completion of teaching. Qualitative and quantitative methods using interviews, observations, focus group dicussion (FGD), researcher's notes, an expert review, teacher's reflection, and tests were used to collect data.

This type of design based research is a development study that includes a preliminary evaluation and a formative evaluation (Plomp & Nieveen, 2013). During the preliminary evaluation, this study consisted of two steps. Firstly, the researcher, two experts in English teaching and expert in cultural education identified the issues related to English teaching in primary school and integration of culture in teaching, through focus group discussions (FGD). Secondly, after conducting FGDs, the researcher and two teachers from the two schools that participated in this research analysed the student's need for English, local wisdom, English policy and curriculum, target language skills, learning topics, and learning syntax. The researcher and the teachers designed the model as a solution to the problems revealed by the analysis. Formative evaluation was then conducted by an expert review, small group, and field test. The research procedure is depicted in Figure 1.

Data analysis

This design based research examined the CRET model using qualitative and quantitative data. Miles and Huberman (1994) argued that qualitative analysis reduces data, shows it, and draws a conclusion or confirms it. Researchers decreased the amount of data from multiple sources by classifying the findings. The categorised data was then displayed either
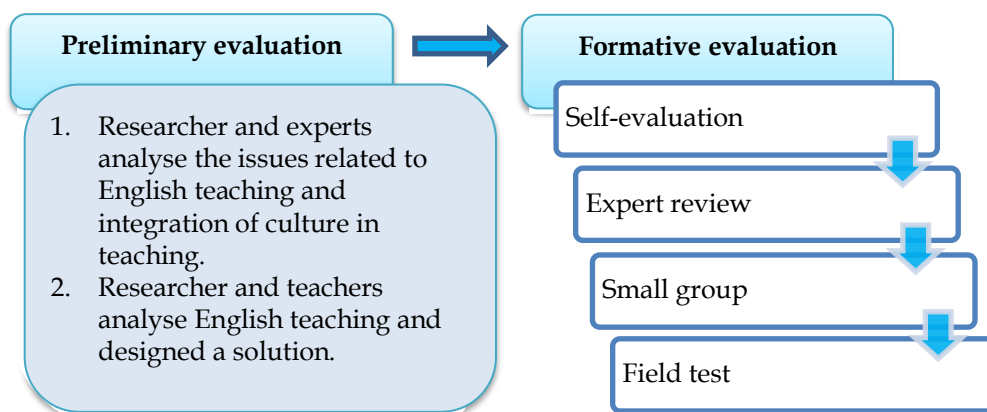
Figure 1: Research procedure for *Culturally Responsive English Teaching* model development. Adapted from Tessmer (1993)

in a matrix table or coded. The implementation of the CRET model to develop student's English ability and to increase cultural awareness was then analysed. From the data analysis process, it can be seen that knowledge of local and other cultures is an aid and motivation for learning English, so that the resulting data can describe students' involvement, abilities and cultural awareness.

The investigation also analysed quantitative data from a pre-test, prior to implementing the model, and a post-test, after the model was implemented. Pre-intervention, intervention, and post-intervention were included. Pre-test and post-test differences measure the effect of the intervention (Reichardt, 2019). Tests were conducted in field test with data used to analyse the CRET model's effectiveness.

Results and discussion

Preliminary evaluation

The preliminary evaluation step began by identifying issues related to English teaching in primary schools. Teachers were interviewed about the implementation of English teaching which highlighted the use of lecture methods, course books and teaching materials that did not relate to students' lives.

> The book is not related; can you imagine the book?" What is the name? Yes, Phoebe, it's difficult to say, my student asks, "How to say this word miss?" *Pobe*, *pube*, or what? Then there's the article that has nothing to do with my students, such as Halloween, Indian, or Istanbul. (Teacher 1, Semi-structured interview, 8 December 2020)

Maley (2001) highlighted many circumstances that affect language teaching, such as a dirty classroom for 30 students in temperatures of 40 degrees Celsius; poorly paid teachers; subjects unrelated to students' lives; creating difficult circumstances for learning.

During the focus group discussion (FGD) stage, the researcher and experts held a discussion. The experts applauded the effort to develop the CRET model and provided some feedback as illustrated below.

Expert 1	CRT can be an alternative in English teaching, but what needs to be noted is whether the teacher can implement it or not, we know that teacher competencies are still low.
Expert 2	So, the implementation of English teaching based on CRT can be designed by considering teacher's ability, students' background such as their learning style, what students' favourite learning method, their favourite foods, their favourite games, and don't forget to integrate the school culture, like spiritual values, school vision and mission, local wisdom, something like that.
Expert 3	If you want to put this idea into action, you need to know the local knowledge, the school culture, the students' backgrounds, and how they did in the last class.
	(Experts 1, 2, 3, focus group discussion, 19 January 2021)

Implementing CRT requires optimising the teacher's role and integrating culture by considering students' characteristics, school culture, and local wisdom. Hammond (2014), Iwai (2019) and Kelly-McHale (2018) stated that teachers of diverse students should comprehend their students' backgrounds and develop their mind-set to design teaching.

After the FGD, the researcher and teachers analysed the students' needs for English against six criteria. Firstly, students learn English to do homework, read a magazine, travel to other countries and speak an international language. Second, the favourite English skill is speaking. They stated that other language skills such as listening, reading and writing are also necessary. Third, students need further practice in pronunciation, speaking, vocabulary and writing. Students prefer to learn through activities, groups, and speaking practice. Fourth, they need to translate new words when learning new vocabulary and, finally, they like topics about food, drinks, travelling, family, and resorts. The student needs analysis showed that learning motivation, language skill needed, learning style and learning topics that students prefer are very diverse. This certainly demands teachers to be able to understand and determine what teaching model is appropriate so that students with various characteristics can be accommodated in learning. This aligns with Guild (2001) who stated that not all children learn in the same way. It needs teacher's sensitivity of students' learning styles (Strong et al., 2001; Nunan, 1989).

The researcher and teachers also analysed English policy and curriculum, local wisdom, target language skills, and learning topics. Based on their analysis, the CRET model was designed using the principles summarised in Figure 2, learning topics, target language skills, learning syntax and student worksheets.

Learning topics were determined with reference to the student's needs in English, the grade 5 curriculum, and the local wisdom of Medan, Indonesia. The learning topics were "my family, *alip brondok* (traditional game in Medan), *Mie Balap* (a favourite food in Medan), *ulos* (traditional clothes in Medan), and travelling to Berastagi (tourist resort in

Medan). These topics were taught during one semester with the four target language skills of listening, speaking, reading, and writing.
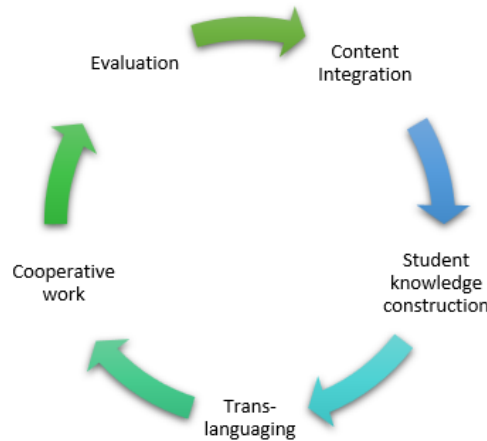
Figure 2: The principles of the CRET model

This article describes the implementation of the CRET model with one of the learning topics, *Mie Balap*, a favourite food in Medan. It comprises fried flat noodles with eggs, bean sprouts, and scallions, and is also topped with fish balls and prawns. The learning purpose for this topic is students using expression of *asking like and dislike* about food and drink with friends. Speaking was used as the target language skill. The researcher and teachers designed the learning syntax for teaching this topic (Figure 3).
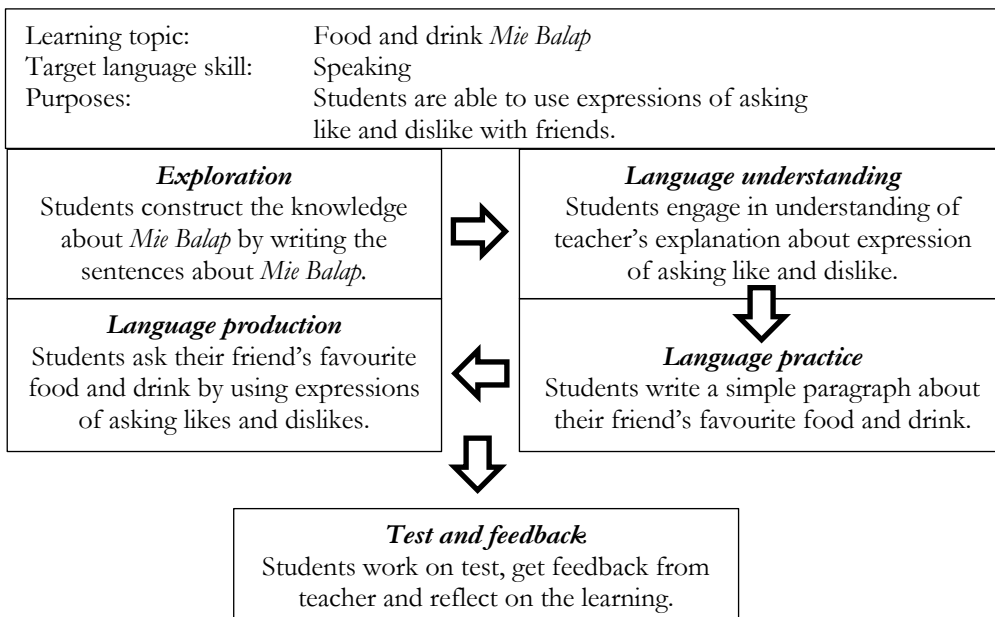
Learning topic:	Food and drink *Mie Balap*
Target language skill:	Speaking
Purposes:	Students are able to use expressions of asking like and dislike with friends.

Exploration Students construct the knowledge about *Mie Balap* by writing the sentences about *Mie Balap*.	**Language understanding** Students engage in understanding of teacher's explanation about expression of asking like and dislike.
Language production Students ask their friend's favourite food and drink by using expressions of asking likes and dislikes.	**Language practice** Students write a simple paragraph about their friend's favourite food and drink.

Test and feedback
Students work on test, get feedback from teacher and reflect on the learning.

Figure 3: Learning syntax of CRET model for the topic of *Mie Balap*

Formative evaluation

Formative evaluation consisted of four steps, *self-evaluation, an expert review, small group*, and a *field test*. Every step has its own purpose. The first to third steps validated the process of developing the CRET model, that enabled several prototypes of the model to be developed until the final prototype was tested during the field test phase to measure the effect of the CRET model on students' ability to use English and improve their cultural awareness.

Self-evaluation

This step did not result in any significant changes being made, other than to redesign some pictures on the student's worksheet to be customised by size, selected material and theme.

Expert review

An expert review was conducted on the feasibility of the CRET model and student worksheet, over a period of two months. The first expert suggested that the CRET model provides an opportunity to develop students' ability to use English. Improvements were suggested to consider the time allocated for implementing the model, to focus the learning syntax based on student's self, and to add more varied learning techniques.

> Learning syntax needs some improvements, especially when considering learning time allocation and student's readiness. Make sure that the learning syntax is appropriate for the student's needs. The model is necessary to add a variety of teaching methods and techniques so that students are interested in pursuing learning.
> (Expert in instructional design (Expert review, 26 September 2021)

Regarding the integration of local content and students' lives as the main idea for developing the student worksheet, the expert suggested a revision of cultural aspects, such as using more local dictions in the text and as the title of the learning chapter for the student worksheet.

> For each component of language skill examples, the author should use local cultural terminology from North Sumatra. The author also should find a varied integration of local culture, e.g., shopping in a traditional market. The author can use some terminologies that represent the local culture and society in Medan, North Sumatra.
> (Expert in English content and local culture, Expert review, 1 October 2021)

The expert suggested paying attention to the font, picture size, and appropriate pictures and diction to improve the readability of the worksheet.

> Book cover fonts that are intended for children should have thicker letters, so my suggestion is to write "English for You" to find a font that is cute but still clear to read. There is still something lacking between the cover background and its image. There is one little error in choosing an animal picture, in the text it says "cat", but the picture is a raccoon on page 15. (Expert in media, Expert review, 20 September 2021)

Based on the expert review, the researcher improved the CRET model by adapting the teaching materials to be more relevant to students' lives and their local culture. The researcher chose some methods and techniques that related to the CRET model (Klingner & Edwards, 2006). The lesson plan was customized with the time allocations (Goldsmith, 2009). Local culture such as food names and local terminology was added to the student worksheet (Vincent, 1984). The researcher revised the font, picture and illustration and the student worksheet was proofread. The revisions from this stage were implemented at the small group stage.

Small group

The small group element began with the teacher conducting the *Exploration* step. The teacher directed students to construct their knowledge and experience about *Mie Balap*. The students were asked to write some sentences about *Mie Balap* on a worksheet. At this step it was difficult for students to make English sentences, therefore the teacher needed more time to explore this aspect of the learning cycle. Based on observations, students did not know the translation of some words into English.

The teacher and researcher discussed this step after the class. Because the students appeared to be having difficulty making an English sentence, the teacher suggested changing the activity because more time was used helping students translate the sentence than working on the task. The researcher provided an alternative solution to use flash cards, which can be more engaging for the students (Din & Wienk, 2001; Mojarradi, 2014). Sentences related and unrelated to *Mie Balap* can be prepared on flash cards before the class begin. The *Exploration* step could then require students to classify the sentences into true or false.

Teacher:	Yes, this step takes a long time because I have to assist them in translating the sentence.
Researcher:	We can see it. How about another technique? We can write some sentences about *Mie Balap* on flash cards and have students stick them on the white board.
Teacher:	It sounds good… I believe they can do it.
	(Teacher and researcher, Semi-structured interview, 9 Nov. 2021)

The revision of this step can be seen in Figure 4. The *Exploration* phase changed from writing sentences to classifying sentences written on flash cards into true or false.

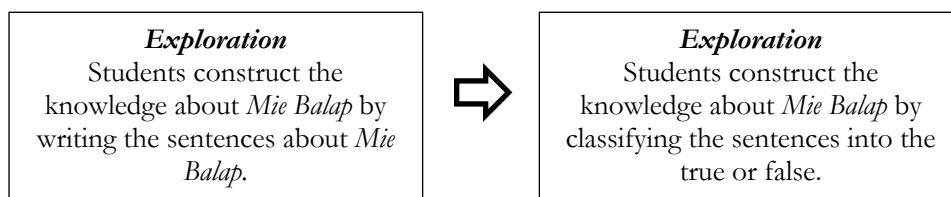| ***Exploration*** Students construct the knowledge about *Mie Balap* by writing the sentences about *Mie Balap*.	⇨	***Exploration*** Students construct the knowledge about *Mie Balap* by classifying the sentences into the true or false.

Figure 4: The revision of *Exploration* step

The next step in *Language understanding* was to explain the expression *like and dislike*. When the teacher discussed the levels of *like* and *dislike*, such as *love, like, dislike* and *hate*, it was difficult for the teacher to explain and for the students to understand. According to the teacher, students are accustomed to using the terms "like" and "dislike" in their everyday lives. However, if the meaning is directed to a distinction between the terms, students add "very" before the word "like". The teacher suggested limiting the material based on the student's daily word use (Hersi & Watkinson, 2012; Kirkpatrick, 2013).

Researcher:	What do you think when you explain the words "love", "like", "dislike" and "hate"? Because I see that it seems rather difficult for you to explain the meaning of those words.
Teacher:	Yes, it's difficult to define love and hate. Do you know if in Indonesia we just have like and dislike, right?
Researcher:	Oh…I see, we could just use "very" to show the meaning of "more," right?
Teacher:	Yes, they are not familiar to use the words "love" and "hate", or… how about I just explain "like" and "dislike"?
Researcher:	It's no problem; they're still in primary school. When they get to junior high or high school, they'll have a better understanding of other terms.
	(Teacher and researcher, Semi-structured interview, 9 November 2021)

The researcher and teacher agreed to revise the material to only use the words "like" and "dislike". The revision was also carried out at the *Language practice* step where students practise interviewing their friends about foods or drink they like or dislike by using expression, "what do you like and what do you dislike".

The next step in the language learning process is *Language production*. This step is carried out by producing the language as the result of the student's understanding from the previous step. After interviewing their friends, students wrote the information into a paragraph text entitled, "My friend's favourite food and drink." Based on observations, students often asked how to write a paragraph. Some students were also confused about what to do first. The researcher suggested that the teacher provides an example by writing a paragraph on the white board, for example as illustrated below.

Teacher 1:	Okay, listen. Now write it down in sentences
Students:	(they are puzzled)
Student 4:	How to make it, Miss?
Teacher:	Do it first, please write now.
	(Some students come to teacher, ask her how to do it)
Student 10:	Is it right, Miss?
Student 6:	Make a sentence or paragraph, Miss?
	(Teacher ask them to look at the white board, she want to give an example)
Teacher 1:	Okay, see, for example, I write… Imam loves pizza and he likes Thai tea. He dislikes boba.
	(Every student sees the text and attempts to write it.)
	(Classroom observation, 9 November 2021)

The last step in the process is *Test* and *Feedback*. Students were asked to read the text in front of the class and the teacher provided feedback. Students then completed the test which was scored by the teacher.

Overall, the result of student's learning showed that CRET model helped them to understand what they were learning. However, the model was improved in terms of the teaching process and cultural content. After implementing the model, the teacher evaluated the teaching and learning activity. The students and teacher filled out the self-reflection sheet and the questionnaire. Then the researcher interviewed the students about their impressions of using CRET model. The student and teacher feedback was also used to improve the model. The improved model was implemented in the field test.

Field test

The field test was implemented with 21 fifth-grade students and an English teacher from the second school. Based on the improvement from the small group stage, this step was intended to observe the reliability of the learning technique and the use of flash cards. The use of technique and media was expected to make it easier for students to understand the purpose of the *Exploration* step and to save teaching time. The activity demonstrated that the students could decide whether the sentence was related or unrelated to *Mie Balap*. Through this technique, students indirectly used their prior knowledge and experience of eating *Mie Balap*.

Teacher:	Who is next? Please stick it on the white board! Please read and translate it first
Participant 4:	*Mie Balap* is sweet, artinya *Mie Balap* rasanya manis
Teacher:	Good... well, where do you put it?
Participant 4:	False, Miss
Teacher:	Excellent! Please stick it!
	(Researcher's note, 8 December 2021)

In the *Language understanding* step, the teacher guided students by reading the text about *Mie Balap* and explaining the content. The limited expressions *like* and *dislike* were introduced and, in a further limitation, the students only interviewed their friends by using the sentence, "What do you like?" and "What do you dislike?" By having the limitation of "like" and "dislike," it was easier for students to understand how to express "like" and "dislike."

Participant 10:	What do you like?"
Participant 6:	I like *Mie Balap*, pizza, Thai tea, ice cream, and fried chicken.
Participant 11:	What do you dislike?
Participant 17:	I don't like *Jamu, Ikan Arsik*.
	(Researcher's note, 8 December 2021)

The *Language production* activity involved writing a paragraph of text. The teacher implemented the activity based on the lesson plan which had been revised from the small group stage. The teacher showed examples of paragraphs in the worksheet and explained

more by writing the sentences on the white board. Each student wrote a paragraph about their friend's favourite foods and drink from the answers provided in the interview session. Students then read the text in front of the class and answered the questions on the post-test. Results of the pre-test and post-test are shown in Table 1.

Table 1: Scores in pre-test and post-test, Field test

Component	Pre-test	Post-test
No. of students	21	21
Mean	58.9	68.0
alpha value	0.01	

The above table shows that the value of pre-test is 58.9 and the post-test is 68.0. The alpha is 0.01, less than 0.05, confirming that the field test stage had an effect on students' ability to express *like* and *dislike*.

The field test indicated that there was no significant obstacle to implement the CRET model. The teacher and the students carried out the lesson in accordance with the lesson plan, incorporating the improvements from the small group stage.

Student's learning experiences with CRET model

The implementation of the CRET model was intended to improve students' ability to express *like* and *dislike*. Based on the description of the small group and field test stages provided above, students were able to ask about each other's preferences and write a paragraph entitled, "My friend's favourite food and drink". Two additional impacts were noted, building tolerance among students and increasing their cultural knowledge.

Students experienced tolerance of one another through the CRET activities. Asking questions about their friend's likes and dislikes enabled them to share and discuss their opinions, and accept different choices.

> Students ask each other what foods and drinks they like or don't like. They are not shy of sharing information about themselves, students seem to be used to having discussions with their peers, boys and girls.
> (Teacher's reflection, Field test, 8 December 2021)

> Students were very enthusiastic about asking each other's opinion. And there is an interviewee who hates rujak, and the interviewer does not believe that she doesn't like rujak. The interviewer said, "So, you don't like fruit, do you?" Then the interviewee said, "No, I don't like the seasoning, but I like the fruits," and the interviewer said "Oh, I see." The student who asked was satisfied with his friend's answer.
> (Teacher's reflection, small group, 9 November 2021)

Gay (2013) related to the above explanation by stating that comprehensive teaching means teaching to all students, helping them develop interpersonal skills, encouraging them to take risks, and empowering them to be more successful. The teaching activity at the

Language practice stage encouraged students to share their preferences and accept the risk that there may be differences in their choices that can be tolerated. According to Celik's (2019) view, working together in the class gives everyone the chance to participate fully in learning, express themselves and no student is excluded.

The CRET model also increases a student's cultural knowledge. Cultural knowledge refers to the unique, traditional, and local knowledge that develops within a society (Grenier, 1998). Students learn about the culture through the activity of *Exploration*. When they shared their experience about *Mie Balap*, two students had never eaten it. The teacher reflected on bringing the food so that the students could see it directly and eat it with their friends

> In addition to the discussion, the students are sharing their experience about *Mie Balap*; most of students have eaten *Mie Balap*, but two who have never eaten it. They are very excited because I bring the food and ask them to eat it.
> (Teacher's reflection, Small group, 9 November 2021)

When they shared their experiences, two students wanted to know why the food is called *Mie Balap*. The teacher discussed the question with the students as seen in the teacher reflections below.

> There are two students who asked why the food is called *Mie Balap*. Another student said, "Yes, because it cooks fast like the racer riding the motorcycle; that's why it's called *Mie Balap*". Then the teacher justifies the student's answer.
> (Researcher's note, Field test, 8 December 2021)

> They also just realised that *Mie Balap* is one of the foods that come from Medan city.
> (Teacher's reflection, Small group, 9 November 2021)

By sharing experiences about *Mie Balap*, the students understood that it is a local food and why it is called *Mie Balap*. Students also learnt the names of other Indonesian foods with unique names.

> But many students don't know or aren't used to foods like *Ikan Arsik*, which are shown in the worksheet. Then I explain what *Ikan Arsik* is, and there are foods with different names, like *Sala Bulek*. There was a student who said that in his village, *Sala Bulek* was called *Sala Lauak*. Then I and my students get new vocabulary.
> (Teacher, Semi structured interview, 8 December 2021)

The example above highlights that when students share experiences they can enhance and enrich their knowledge about food. A view supported by Borman et al. (1992) that such discussion allows for interaction among participants and builds insight. Discussion also helps improve social skills as students convey their opinions while others listen and show appreciation. This outcome aligns with the purpose of CRT as described by Samuels (2018) who asserted that CRT can develop student's social skills. By discussing culture, they will become more open to alternative perspectives.

A teacher's Impression of using the CRET model

The CRET model integrates students' cultural backgrounds, experience, and multicultural perspectives into an English language teaching approach (Gay, 2002). Teachers implement the model by using the five steps of the learning syntax: *Exploration, Language understanding, Language practice, Language production, Test and feedback.* Teachers' impressions of using the model can be illustrated in the reflections below.

> The learning step is interest and coherent. (Teacher's reflection, Small group, 9 November 2021)

> The method and step is systematic. (Teacher's reflection, Field test, 8 December 2021)

The teacher identified that the learning steps were arranged systematically and that the content and process were interconnected. The teaching began by constructing knowledge based on the students' prior knowledge, introduced the subject matter by demonstrating the English usage, transforming the English usage, and reflecting on the learning. Teachers agreed that the topics chosen was appropriate, as shown in the reflection below:

> In this activity, the students are very happy because the learning material has many pictures, and the pictures of food and drink in the book are indeed very familiar for them. It doesn't use a foreign food name; it uses their daily foods and drinks. So that they do not find it difficult to understand the material. (Teacher's reflection, Small group, 9 November 2021)

By providing learning topics relates to a student's life, teachers help their students participate in the learning. Shin (2006) suggests that teachers can use the context and story of the student's life to teach English more effectively.

> The teacher then asks other students; she asked a student to read food based on her preferences. "Oo, you like chicken, there are those who don't like rujak, state padang. Okay, it's all based on your preferences, you don't feel weird why your friends don't like the food even though it's delicious, it's depend on their taste, we have to accept it, right? (Classroom observation, Field test, 9 December 2021)

The teacher felt that the model allowed them to teach students how to accept differences among themselves. By knowing the diversity of students' preferences about food, the teacher illuminated the differences among her students and asked them to respect each other. This teaching process can create an inclusive classroom (Villegas & Lucas, 2002), by the ways in which the teacher encourages students to respect cultural differences during the teaching process.

One of the principles of the CRET model is *translanguaging*, that is using first language in English teaching (Ching & Lin, 2019). Teachers used Indonesian in English classes as an acceptable element of the process. Traditionally, English language teachers in Indonesia think that a non-native English teacher must only use English in class. By using Indonesian, the students understood the subject matter more easily.

Researcher: What do you think of using Indonesian in your class?
Teacher 2:   I'm impressed because as long as I teach, I must use English,
              although I know that my students find it difficult to grasp what
              I say, since this model allows me to use the Indonesian language,
              it is easier for me, and I can use it without feeling guilty.
              (Teacher 2, Semi-structured interview, 8 December 2021)

The teacher's impressions above illustrate that the CRET model can be implemented with a class. The process is interconnected from the first step to the last step. The material chosen aligns with the student's life. Teachers can teach students how to accept differences among themselves by using this model and open a student's mind to diversity, and it can help students understand what they're learning.

Conclusion

The Culturally Responsive English Teaching (CRET) model is an alternative model for teaching English to foreign students. English still plays an important role in today's life. Therefore, the idea of teaching the language should continue to be developed. Integrating student's cultures can be an alternative way of teaching English.

The development of the CRET model was implemented in two schools. Using a design-based research frame, the CRET model was improved during the process of development. Improvements were made to the learning syntax, the use of technique and media which streamlined the *Exploration* section activity, the cultural content adaptation related to the limitation of diction used based on students' lives, and the worksheet graphic feasibility.

The model helped students and teachers to achieve the learning targets. Teachers reported that the model was systematic and easily implemented. They stated that the topics motivated the students to learn enthusiastically. The CRET model helps students acquire a tolerant mind-set and broaden their cultural understanding. Through the teaching process, teachers can teach students about diversity. Teachers reported feeling less anxious and guilty about using Indonesian in English classes.

At its essence the CRET model integrates the teacher's and students' experiences into a teaching and learning process. Initially, teachers became aware that English is important to the students. Whilst they had some experience of teaching English, the obstacles they faced was a driving factor in developing the CRET model. The model expects teachers to understand and be aware of what English learning is, its purpose, and its objectives. Through the development of CRET model, teachers are able to use their own teaching competencies in implementing the CRET to respond to diversity that arises between students, without being excessively constrained by previous traditional practices. The model also expects students to acquire English through life experience, an interactive learning style, and the expectation that learning links to their culture and that their social life is beneficial to learning.

Nevertheless, caution should be taken in generalising the conclusions from this study, as they are based on a small sample of two schools in Medan city in Indonesia and were constrained by availability of time. Research involving a larger population that includes multicultural students and diverse ethnic groups, as characteristic in Indonesia, is needed to come up with more representative and generalisable conclusions. The research expects that teachers familiarise themselves with the CRET model first before implementing it in their classroom. Teachers are also expected to design other English subject matter and topics using the CRET model. Future research is also recommended to develop and implement this model to other ethnics groups in Indonesia, and to investigate using the model's principles in other subjects.

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