

Implementation of Toraja cultural values to increase students' motivation in learning English at SMKS. SPP. St. Paulus Makale

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Abstract

This research is a quantitative research. The objective this research is to “find out the effectiveness of the implementation of Toraja cultural values to increase students' motivation in learning English”. This research was conducted at SMKS SPP. St. Paulus Makale, and the population of this research was the eleventh grade students consisting of 20 students and the sample of this Research was chosen by using total sampling technique. It means that all the eleventh grades students were the sampel of this research namely 20 students. The instrument used in this research to collect the data was a questionnaire. The results of this Research show that the application of cultural values in English learning can increase student motivation. This is shown after tabulating pre-test and post-test data, It was found that the t-table = 1,729. and t -test = 4, 613. It means that the t-test is higher than t-table (t-test > t-table) this result showed there was a significant increase in student motivation in learning English after implemented Toraja culture values in learning English .

Keywords: *Values, Toraja Culture, English, Motivation*

Introduction

One of the main challenges faced by English teachers in achieving effective learning objectives is the low motivation of students in learning English, which is often caused by a lack of motivation and enthusiasm for the subject matter. This can be caused by various factors, such as monotonous teaching methods, as well as students' lack of understanding of the benefits of mastering English in today's global world. In addition, The students do not feel motivated, they tend to be less active in participating in the learning process, which ultimately has a negative impact on their understanding and ability to use English. Therefore, it is important for teachers to find innovative strategies that can stimulate students' interest and increase their motivation in learning English. meanwhile, when the students have high motivation in joining learning activity of course teaching learning process will run well. Students who have high motivation can increase students' emotional involvement in the learning process and teaching learning more enjoyable.(Yulfi & Aalayina, 2021), (Nguyen, 2019). In addition, it will be more likely for students to feel confident in their abilities, which can reduce student anxiety. Conversely, when student motivation is low, the learning process will not run optimally (Menggo, 2018),(Soriano et al., 2021) . Therefore, teachers including English teachers always try to find various approaches, methods and strategies to stimulate student motivation to follow English learning in the classroom. One approach that is often

applied by teachers to stimulate student learning motivation is the cultural approach which is seen as more contextual and will increase student motivation in learning in addition to forming student character.

In the learning process, education of cultural values cannot be separated from character education (Tusriyanto, 2020), (Afriani, 2019). Therefore, teachers including English teachers always try to find various approaches, methods and strategies to stimulate student motivation to follow English learning in the classroom. One approach that is often applied by teachers to stimulate student learning motivation is the cultural approach which is seen as more contextual and will increase student motivation in learning in addition to forming student character. Implementation cultural in learning English very important in order to stimulate the students motivation in learning English (Sumarlata et al., 2023), (Tandikombong, Judith Ratu Tandi Arrang, et al., 2024). The learning process that integrates cultural values such as local cultural values in learning including English learning will enable teachers and students to create and gain a pleasant learning experience, in addition, as one way to activate student motivation in learning English (Grant & Hill, 2020) . In addition, this can help students feel more comfortable connecting with teachers well in the learning process. This approach can also increase student motivation so that students become more active in class (Banaruee et al., 2023), (Wutun et al., 2018). Cultural values are the basis of culture and if values change then culture will also change because culture is a necessity and becomes a determining factor in attitudes and behavior in social life (Susanti et al., 2021), (Azizah & Surya, 2017)

In this research conducted about the efektivitas of implementation of cultural values in the learning process in schools specially in learning English which aims to make sure whether implementation of cultural values can increase student learning motivation or not. In several ways that can be done by teachers such as inviting students to study together in the classroom and outside the classroom, inviting students to work together, showing Religious, Honest, Tolerance, Punctuality, Discipline, mutual affection, Creative, Independent, Curiosity, Appreciating Achievement, Friendly/Communicative, Caring for the environment and a sense of Responsibility (Jelita, 2020), (Menggo et al., 2023). In this regard, the cultural values above cannot be separated from the local culture where we are, where local culture is part of local wisdom. Based on the results of previous studies, it was found that there are several Torajan cultural values that can be applied in learning, such as: kapatonganan (religious), Tengkosituru (togetherness), siangkaran (helping each other) kabassaran (hard work) (Jelita, 2020), (Sumarlata et al., 2023), (Tandikombong, Rante Kinda2, et al., 2024)

Method

This research is a quantitative descriptive research. The instrument used in this Research is a questionnaire. This research was conducted at SMK SPP. St. Paulus Makale. The sample of this study was class XI (eleven) selected using the total sampling technique, namely all students of class X1 consisting of 24 students as samples in this study. To collect data, a questionnaire will be used.

Results

After collecting data from respondents from this research the Writer analyzed the data and then the data was presented. The following are the results of the data analysis that have been obtained from respondents.

Table 1. Students motivation score of the Pre-Test

Student	Student motivation score	criteria
Siswa 1	68	High
Siswa 2	79	High
Siswa 3	57	Average
Siswa 4	72	High
Siswa 5	66	High
Siswa 6	57	Average
Siswa 7	57	Average
Siswa 8	68	High
Siswa 9	82	Very high
Siswa 10	71	High
Siswa 11	74	High
Siswa 12	74	High
Siswa 13	76	High
Siswa 14	84	Very high
Siswa 15	85	Very high
Siswa 16	70	High
Siswa 17	73	High
Siswa 18	72	High
Siswa 19	59	Average
Siswa 20	66	High
Total Score	1410	

The tabel 1 above shows that the total score of pre-test is 1410. where there were 3 (15%) students got very high score, there were 13 (65%) students got high score, 4 (20%) got average score no one got low and very low score.

Table 2. Students motivation score of the Post Test

Nama Siswa	Skor Motivasi siswa	Kriteria
siswa 1	87	Very high
siswa 2	95	Very high
siswa 3	95	Very high
siswa 4	91	Very high
siswa 5	75	High
siswa 6	93	Very high
siswa 7	91	Very high
siswa 8	82	Very high
siswa 9	95	Very high
siswa 10	84	Very high
siswa 11	89	Very high
siswa 12	72	High
siswa 13	87	Very high
siswa 14	83	Very high

siswa 15	92	Very high
siswa 16	63	High
siswa 17	63	High
siswa 18	89	Very high
siswa 19	79	High
siswa 20	76	High
Total Score	1681	

The tabel 2 above shows that the total score of pre-test is 1681 . where there were 14 (70%) students got very high score, there were 6 (30%) students got high score no one got average, low and very low score.

Tabel 3. Mean score

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test score	70.85	20	8.210	1.836
	post test score	84.05	20	9.934	2.221

Based the table 3 present about mean of pre-test and post test. It can be seen that mean of pre-test is 70.85 and it fall into high motivation category while the mean of the post test is 84.05. ant it fall into very high category. It means that mean of the post test is higher than pre-test.

Tabel 3. T-test score

Paired Samples Test		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	skor pre test - skor post test	-13.200	12.796	2.861	-19.189	-7.211	-4.613	19	.000

The table above shows that the average pre-test and post-test scores are -13,200, this shows the difference in value between the average pre-test score and the average post-test score (70.85– 84.05 = -13,200) and is the difference in value between -19,189 to -7,211 (95% Confidence Interval of Lower and Upper Difference) it's indicated that there is an increase in students' motivation learning motivation. Statistical significance a = 0.05 with degrees of freedom (df) = 19, the t-table value is 1,729 while the t-test value is 4, 613. It's means that t-test is higher than t-table (t-test> t-table), it is indicated that there was a significant increase in students' motivation in learning English after implemented Toraja culture values in learning English .

Discussion

Learning with the approach of slave values is an interactive learning, such as group discussions and collaborative projects to increase students' interest and motivation in participating in the teaching and learning process in the classroom. In addition, cultural values are also one aspect in the formation of the character of students. Based on the results of research conducted by several researchers, the application of cultural values in language learning can increase interest and motivation to be actively involved in the teaching and learning process. The results of the study

indicate that the Indonesian reading teaching materials based on Toraja cultural values consisting of teaching materials, LKS, and guidelines. During use, it was declared valid, practical, effective and feasible to use. (Susanti et al., 2021). The importance of cultural content in language teaching as a historical review of the status of and attitudes towards culture throughout the history of language teaching.(Kovács, 2017). In addition, several studies have shown that the application of cultural values can provide an emotional experience for students and create a pleasant and cheerful atmosphere in learning English. Playing an important role in language learning and teaching, culture must demonstrate its functions in various aspects, such as listening, speaking, reading, and translating.(Zhang & Yan, 2006). Teaching needs to be enriched with the students' culture so that they can use the language uniquely, similar to how one operates well in a different culture. (Arshad et al., 2020).

The results of the above researches are also supported by the results of other researchers with the same research results. Learning approach based on cultural values can increase students' enthusiasm and motivation to learn in the classroom (Karlik, 2023). Language and culture are interrelated and develop together, where both support each other's development process. (Abdalla & Mohammed, 2020). Learning approach based on cultural values is an effective strategy to encourage students' enthusiasm and motivation in learning a language (Ifadloh & Yonata, 2023). The result research also demonstrated that students require a learning objective to comprehend the beliefs, norms, values, and social practices in Toraja, which is essential for preserving Torajan culture and preventing misunderstandings between cultures (Girik Allo et al., 2019)

The result of this research also shows the same results as the previous researchers above. Where the results of this Research show that the implementation of cultural values in English learning can increase students' motivation. This is shown after tabulating pre-test score and post-test score into SPSS. Where the statistical significance $\alpha = 0.05$ showed that the t-table value is 1,729 while the t-test value is 4,613. It's means that t-test is higher than t-table ($t\text{-test} > t\text{-table}$), it is indicated that there was a significant increase in students' motivation in learning English after implemented Toraja culture values in learning English .

Conclusion

Based on the results of this research after analyzing and presenting the data that had been collected as explained in the discussion above, the writer concludes that the implementation of Toraja cultural values in English learning at SMKS. SPP ST Paulus Makale increase student motivation in learning English effectively. Thus, the implementation of Toraja cultural values can be applied in English learning lesson.

Suggestions for the next researchers are to find out the correlation between motivation and student achievement related to the implementation of Toraja cultural values in English learning.

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