

**LEARNERS' PERSPECTIVE OF CULTURALLY RESPONSIVE
TEACHING INTEGRATED WITH AI BASED LEARNING
APPLICATOR TO ELEVATE LEARNERS'
WRITING PROFICIENCY**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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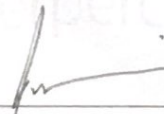

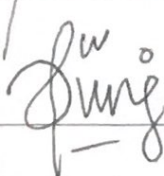
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency.**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

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ABSTRACT

Ardhia Pramesti Regita Cahyani. 2002050091. Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency. Skripsi. English Education Program Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara.

This study investigates learners' perspectives on the use of culturally responsive teaching integrated with AI application to elevate their writing proficiency. This research employs a mixed-methods approach, utilizing quantitative and qualitative approaches. Fifteen English as a Foreign Language (EFL) students from SMA N 10 Medan were selected for the sample. Data were gathered by the use of a closed-ended questionnaire and a structured interview method, and statistical analysis was performed using SPSS version 24.0. The results of this study indicate that students have more positive perspectives towards the use of culturally responsive teaching integrated with AI. The favourable perspective from students regarding the usage of culturally responsive teaching combined with AI in enhancing their writing proficiency highlights the need of integrating cultural diversity and technology use into the learning process to establish an inclusive, effective, and captivating learning environment.

Keywords: *Perspective, Culturally Responsive Teaching, Artificial Intelligence, Writing Proficiency*

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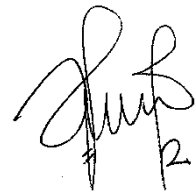
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Finally, the researcher realizes that this study is still far from perfect even though she has tried her best to complete this study. Therefore, constructive criticism and suggestions are highly expected to improve this study.

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Medan, 25 September 2024

The Researcher

A handwritten signature in black ink, appearing to be 'Ardhia' followed by a stylized flourish and the number '12'.

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Writing is a crucial proficiency in the English language, alongside listening, reading, and speaking. Writing proficiency refer to the abilities one possesses to write in a manner that is both effective and concise. Harmer (2008) stated that writing proficiency is the particular qualities that enable authors to express their thoughts in a meaningful manner and engage with the message on a cognitive level. Nevertheless, learners often perceive writing as a challenging task because it requires proficiency in multiple areas, including critical thinking and a thorough grasp of grammar (Göçen, 2019). Writing is frequently regarded as a challenge for learners.

The problem of writing challenges encountered by English as foreign language learners has been extensively studied for many years (Anderson et al., 2020). The biggest problem comes in learners' lack of abilities and experience in the field of writing. This is also due to teachers employing teacher-centered instructional methods, which result in learners becoming less engaged and experiencing difficulties and challenges in the process of learning to write. In order to address this issue, teachers must employ fascinating teaching approaches to engage learners, make them feel comfortable, and assist them learn the topic.

This research aims to implement culturally responsive teaching methods integrated with AI-based learning applicator to enhance learners' writing

proficiency. The utilization of the CRT method in education encourages students to get a deeper understanding of the cultural identities that exist in their surroundings. In this research, the CRT method will be integrated by artificial intelligence. Utilizing AI in education such as websites, applications, and virtual reality technology, can enhance students' English ability (Dewi et al., 2021).

Combining culturally responsive teaching with AI-based learning tools is essential for enhancing learners' writing proficiency as it establishes a customized, captivating, and all-encompassing learning atmosphere. This strategy not only caters to the varied requirements of learners but also boosts their motivation, inventiveness, and critical thinking abilities, ultimately resulting in improved writing results and equipping them for future achievements.

There are several studies that have been carried out about culturally responsive teaching and AI-based learning applications separately. nevertheless, previous research has not yet addressed the combined impact of these approaches on enhancing learners' writing proficiency, particularly from the learners' perspectives. This gap needs to be filled by conducting further research. The research entitled "*Culturally Responsive Teaching Integrated Skill AI Based Learning Applicator to Elevate Learners Critical Thinking and Writing Proficiency*", conducted by Larasati and Ginting (2024), investigated the synergistic impact of CRT and AI on critical thinking and writing abilities. However, it did not specifically concentrate on the perspectives of learners or offer comprehensive insights into how learners perceive and experience this integrated approach, particularly in relation to their writing proficiency.

In the other hand, research entitled “*Teaching Writing Narrative Text Using Folktale Through Culturally Responsive Teaching (CRT) In Senior High School*” conducted by Rahmawati et al., (2023), emphasized the efficacy of CRT in enhancing narrative writing proficiency by incorporating culturally relevant materials, specifically folklore. However, this research did not explore the integration of AI-based learning applications. Moreover, this research specifically examines the aspect of narrative writing in high school environments, without taking into account the wider range of writing abilities or the potential advantages of incorporating AI technology into the learning process.

Based on the background explained above, researcher want to explore CRT method that are integrated with AI based on the learners' perspective. Through analyzing their attitudes, beliefs, and experiences, we can get understanding regarding the advantages, disadvantages, and factors to consider while utilizing CRT as an AI-integrated learning method. From this research, researcher hope to develop an effective method for elevate learners' writing proficiency using the CRT method integrated with AI.

1.2 Research Focus

This research was focused on investigating learners' perspectives on the use of culturally responsive teaching methods integrated with AI learning applicator in elevating learners' writing proficiency.

1.3 The Formulation of the Problem

The formulation of the problem in this study as follows:

1. What are learners' perspectives regarding the use of culturally responsive

teaching methods integrated with AI-based learning applications in elevating their writing proficiency?

2. What are learners' perspectives regarding the effectiveness of using culturally responsive teaching integrated with AI-based learning applications in elevating their writing proficiency?

1.4 The Objective of the Study

Based on the formulation of the problem above, the objectives of this research are:

1. To analyze learners' perspectives regarding the use of culturally responsive teaching methods integrated with AI-based learning applications in elevating their writing proficiency.
2. To describe learners' perspectives regarding the effectiveness of using culturally responsive teaching integrated with AI-based learning applications in elevating their writing proficiency.

1.5 The Significance of the Study

1. Theoretically

This research can contribute to the progress of learners' writing development by examining the impact of culturally responsive teaching method and the impact of AI technology on the quality of writing from learners' perspective. This research can also provide new insights into theories and concepts related to learners' writing proficiency.

2. Practically

- a. Students

This research can increase students' insight regarding the use of culturally responsive learning method and the use of AI technology in writing English texts.

b. Educator

Educators can create successful learning techniques and teaching strategies by comprehending learners' perspective on culturally responsive learning method and AI-based writing tools, as well as their influence on writing quality to meet learners' writing demands.

c. Other Researchers

This research can be a reference for the other researchers who want to try to explore the impact of using culturally responsive teaching method and AI technology on the quality of writing for English language learners.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 Culturally Responsive Teaching

Culturally responsive teaching is an instructional method that prioritizes the needs and experiences of students by incorporating cultural elements into every phase of the learning process. The method aims to foster active participation, intellectual development, and academic success for all students by embracing a wide range of diversity, recognizing and fostering students' cultural competencies, and affirming students' lived experiences and their global significance (Villegas and Lucas, 2007). According to Rimang et al., (2024), culturally responsive teaching refers to the utilization of the cultural attributes, experiences, and viewpoints of ethnically diverse students as a means to enhance the effectiveness of the learning process.

Implementing culturally responsive teaching methods ensures that students from diverse backgrounds have an equitable opportunity to develop their knowledge and skills (Larasati and Ginting, 2024). As Arif et al., (2021) said that the culturally responsive teaching approach is an educational methodology that advocates for equitable treatment of all students, regardless of their cultural backgrounds, in the delivery of instruction. Culturally responsive teaching fosters meaningful learning by establishing connections between the educational content and students' personal experiences and cultural backgrounds.

Bennett (2018) stated that culturally responsive teaching as an educational strategy that acknowledges and addresses the cultural variety of students in a sensitive and existential manner. Crucially, culturally responsive teaching enables students to achieve academic success, cultivate cultural competence, and foster critical awareness (Villegas and Lucas, 2007). As Breiseth (2022) said, culturally responsive teaching acknowledges and incorporates the strengths and qualities of every student. By engaging in that activity, it elevates the academic standards for all students. Furthermore, it conveys the notion that multiculturalism is a valuable advantage.

Based on the previous explanation, the researcher's conclusion is that culturally responsive teaching is an educational approach that prioritizes culture-centered learning. This implies that the instructor, as an educator, does not make distinctions based on the background, culture, or race of individual students when employing this approach. This approach prioritizes inclusive education and instills in children the importance of preserving their cultural heritage and personal experience. Culturally responsive teaching (CRT) method allows students to integrate their culture into school activities, so enhancing the significance of academic learning, social knowledge, and attitudes.

Culturally responsive teaching is crucial for fostering learners' writing proficiency since it establishes an all-encompassing and encouraging setting and utilizes learners' cultural backgrounds. This methodology strengthens user involvement, fosters self-assurance, improves linguistic proficiency, and encourages analytical reasoning, all of which are essential components of

proficient writing. By incorporating culturally responsive teaching (CRT) into the teaching of writing, educators can assist learners in developing advanced skills and self-assurance as writers, enabling them to effectively convey their individual perspectives and opinions.

a. Characteristics of Culturally Responsive Teaching

According to Gay (2018), a culturally responsive teaching learning method involves several key characteristics. These include:

- 1) Acknowledging and valuing the cultural heritage of diverse ethnic groups.
- 2) Establishing meaningful relationships among students.
- 3) Employing a range of learning strategies that cater to different learning styles.
- 4) Encouraging students to appreciate and respect their own cultural heritage, as well as the cultures of others.
- 5) Integrating multicultural information, resources, and skills into the school curriculum.

Banks and McGee (2010) asserted that content integration is one of the characteristics of CRT, whereby a story can exert a powerful influence on learners. A story can serve as a mechanism to mold their process of knowledge acquisition. This can influence their self-perception and their perception of individuals from different nationalities and cultures. In addition, Halim (2020) stated that culturally responsive care is an integral aspect of culturally responsive teaching and cannot be isolated from it. Caring is a fundamental attribute of culturally responsive teaching that emphasizes the significance of self-determination as a crucial value, ethic, and moral principle.

b. Steps of Culturally Responsive Teaching

Hernandez et al., (2013) proposed a framework for creating a culturally responsive teaching and learning methodology. The learning strategies can be categorized into five main categories, which are:

1) Content Integration

Content integration involves the incorporation of cultural elements into the learning process, fostering positive teacher-student relationships, and recognizing student accomplishments. Content integration leads to the development of students' soft skills, such as patriotism, motivation, and curiosity.

2) Facilitating Knowledge Construction

The instructor serves as a facilitator for students in the process of constructing knowledge, using the students' existing knowledge as a foundation. Teachers encourage students to engage in critical thinking and maintain an open mindset when comprehending the informations they receive. This procedure can facilitate the acquisition of new knowledge by students.

3) Prejudice Reduction

Teachers must employ a contextual methodology to establish an inclusive learning environment that disregards disparities in race/ethnicity and social class/language. This phase is executed by fostering constructive interactions among students and establishing a conducive learning atmosphere. Implementing this stage results in the development of tolerance, social awareness, and empathetic communication between students and teachers.

4) Social Justice

Social Justice emerges when students fearlessly inquire, disregarding disparities in their cultural heritage. Teachers have the responsibility of fostering students' willingness to openly share their thoughts and proudly display their cultural heritage. At this stage, individuals develop important interpersonal skills such as self-assurance and accountability.

5) Academic Development

Teachers facilitate students' academic development by implementing diverse learning tactics tailored to their individual backgrounds, learning styles, and personalities. During this stage, students are expected to actively engage in the learning process, which aligns with one of the key principles of culturally responsive teaching-student-centeredness. This stage fosters the development of essential interpersonal abilities such as self-assurance, effective communication, drive, and accountability.

Meanwhile, as stated by Arif et al., (2021), the process of applying the culturally responsive teaching approach involves the following steps:

- 1) The teacher engages in apperception by posing multiple questions to assess learners' understanding of the subject matter that will be presented.
- 2) The teacher forms groups consisting of learners from diverse cultural backgrounds.
- 3) The teacher provides educational content that is connected to the learners' cultural background.
- 4) The teacher illustrates the practical use of learning materials by sharing

anecdotes that relate to learners' everyday experiences.

- 5) Engaging in a process of questioning and answering to build upon learners' existing knowledge.
- 6) Learners engage in a discussion on the work and provide responses to questions that have been prepared by the teacher.
- 7) Perform empirical group experiments to enhance learners understanding.

2.1.2 Artificial Intelligence as a Writing Tool

The term AI is a combination of the words "artificial" and "intelligence" (Ahmet, 2018). The term "artificial" refers to something that is not genuine or authentic, but rather imitated or fabricated, without necessarily being deceptive or fraudulent. Intelligence can serve as a substitute for actual products due to its superior attributes in some circumstances. Artificial Intelligence (AI) is a significant technical trend that holds relevance for development in various domains (Fitria, 2023).

Based on Arly et al., (2023), artificial intelligence is a technology that enables people to utilize robotic assistants. It is solely a digital representation within a computer system. This technology has a wide range of applications across various fields. The field of education may adopt this kind of technology. Luckin and Holmes (2016) defined artificial intelligence as a computer system specifically created to engage with the world using human-like intelligence and behavior. In the other hand, Kaur and Gill (2019) said artificial intelligence is a digital endeavor to attain human-level intelligence through various machine computations. It is a discipline within computer science that focuses on replicating

human-like thinking and behavior in various aspects including education.

Artificial intelligence (AI) as a learning tool refers to the use of AI technologies to enhance the educational experience. AI can tailor educational content and learning experiences to individual students based on their learning styles, preferences, and progress. Meanwhile, Artificial intelligence (AI) as a writing tool refers to the use of AI technologies to assist, enhance, and streamline the writing process. AI-powered writing tools leverage various techniques such as natural language processing, machine learning, and data analysis to provide support to writers in multiple ways.

The relevance and prominence of AI applications in education have been steadily increasing in recent years (Ginting et al., 2023). Alek (2023) stated that there exist sophisticated AI-powered writing tools that can evaluate a writer's style and provide suggestions for improving sentence structure, language selection, and tone. The rise of the digital age has created a need for high-quality writing, resulting in the development of online tools that can greatly benefit anyone looking to improve their writing skills.

Currently, numerous artificial intelligence tools are accessible on the internet and can be purchased online. The primary purpose of AI tools is to assist humans in enhancing their writing proficiency. A tool that uses machine learning algorithms to identify grammar, spelling, and punctuation mistakes is Grammarly. Additionally, it offers recommendations for enhancing sentence construction and selecting appropriate vocabulary. According to Arisandi and Sudarajat (2023), Grammarly is a widely utilized program for checking grammar in education.

Regular use of Grammarly can enhance users' writing skills.

Utilizing online grammar checker tools can assist authors in identifying passive sentence construction, converting passive phrases into active ones, identifying problems in article usage, offering guidance on proper verb alignment, and detecting instances of plagiarism in writing. AI aids students in writing by promptly rectifying common grammar mistakes and enhancing their writing confidence (Novianti, 2020). Utilizing artificial intelligence to implement grammar-checking tools can be advantageous for students who need to write in English (Rahim et al., 2023).

Artificial intelligence not only aids in producing grammatically correct and well-spelled content, but it also provides advantages for students who struggle to articulate their thoughts and ideas due to the limitations of spelling and handwriting. It assists them in accurately and autonomously taking notes. Class notes are a crucial tool for students to enhance their comprehension. Speech recognition tools are accessible to assist students who struggle with challenges, including those who are non-native English speakers or have disabilities (Ranchal et al., 2013). This AI tool has the capacity to transform the writing process for both professional and casual writers. They can help detect unnoticed faults and offer recommendations for improvement.

2.1.3 Writing Proficiency

Writing is one of the four language skills in English. Writing is a crucial talent that students must acquire as it plays a vital role in both their academic and professional endeavors. Writing is a fundamental method of communication that

uses written signs and symbols to establish and define language. Apart from that, writing is a crucial aspect of communication that allows individuals to articulate and disseminate their ideas, thoughts, emotions, and information (Sari and Santika, 2020). Multiple experts provide definitions for the concept of writing.

Writing is the act of expressing one's ideas, opinions, thoughts, or feelings through written words. Consequently, the production of written materials involves the cognitive processes of planning, drafting, and rewriting. Proficiency in written language necessitates specific talents, and it is not a skill that every individual acquires effortlessly (Brown, 2004). In the other hand, Geng et al., (2021) assert that proficiency in writing is a strong indicator of academic achievement and an essential prerequisite for active engagement in public affairs within the worldwide economy.

Moreover, Sudaryanto (2001) said that writing proficiency refers to an individual's capacity to articulate their thoughts and emotions through written language, utilizing graphic symbols to ensure comprehension of the intended message by the readers. According to the statement, writing is a skill that enables us to express, discuss, and depict our thoughts, emotions, and experiences (Lestari and Nurhamdah, 2019). The attainment of writing proficiency depends on the attitudes, reasons, and interests displayed by students. The teacher plays a vital role in fostering students' desire and motivation to participate in writing activities.

One of the objectives of writing is to provide high-quality written text. Adelstain and Pival in (Silalahi and Pratiwi, 2021) outline the qualities of good writing as follows: 1) Good writing is engaging. This holds true irrespective of

whether it is intended to entertain, educate, or convince the reader, 2) Good writing is characterized by clarity. The concepts in the text are arranged in a logical manner, the choice of words is deliberate, and the sentences are skillfully constructed, 3) Good writing is characterized by conciseness. It is devoid of superfluous words, phrases, or sentences, thereby ensuring that readers do not perceive their time as being squandered, 4) Good writing is characterized by its ability to produce desired results or outcomes. It effectively communicates the intended message to readers, 5) Good writing mirrors the genuine voice of the author. It represents the auditory experience of a conversation between two individuals.

2.2 Relevant Studies

This research has several connections with previous research findings, including:

Larasati and Ginting (2024), in their journal entitled "*Culturally Responsive Teaching Integrated Skill AI Based Learning Applicator to Elevate Learners Critical Thinking and Writing Proficiency*". This research investigated the potential advantages of combining culturally responsive teaching with AI technology to enhance learners' cognitive and linguistic abilities. The similarity between this research and the research to be conducted lies in the application of culturally responsive teaching methods integrated with AI to elevate learners' writing proficiency. While the difference is, this research focused on the application of the variables only, while the research that will be carried out focuses on the learners' perspective.

In his dissertation titled "*Undergraduate Students' Perceptions of Culturally Responsive Teaching and Their Sense of Belonging and Academic Self-Efficacy in Higher Education*" Huang (2019) explores the perspective of college students on culturally responsive teaching and its impact on their sense of belonging and academic self-efficacy. The similarity between this research and the research to be conducted is that they both examine students' perspectives on using culturally responsive teaching methods. The difference is, this research has examined the CRT method in academic self-efficacy in higher education, while the research that will be conducted will examine the CRT method which is integrated with AI. Apart from that, the difference also lies in the research subject. The subjects of this research are undergraduate students, while the subjects of the research to be conducted are senior high school students.

Ruser et al., (2023) conducted a study entitled "*Peningkatan Kemampuan Menulis Puisi Rakyat Menggunakan Pendekatan Culturally Responsive Teaching Pada Peserta Didik Kelas VII-9 SMP Negeri 11 Medan*". This study aimed to examine the efficacy of the Culturally Responsive Teaching approach in enhancing the proficiency of students in class VII-9 at SMP Negeri 11 Medan in the area of folk poem composition. Not much different from previous research, the similarity between this research and the research to be carried out is that they both use the CRT approach to improve students' ability to write. The difference is, this research has examined the use of the CRT method on the ability to write poetry in middle high school students. Meanwhile, the research that will be conducted examines learners' perspective on the use of the CRT method integrated with AI to

elevate learners' writing proficiency.

2.3 Conceptual Framework

This research aims to find out learners' perspectives of the culturally responsive teaching integrated with AI to elevate their writing proficiency. The combination of CRT methods and AI technology aims to create an inclusive and effective learning environment, where technology supports culturally focused teaching practices. CRT methods and AI-based learning applications are independent variables that integrated with each other to create a rich and supportive learning environment.

This research also focuses on the learners' perspectives. Learners' perspectives act as a moderating variable that can influence the extent to which CRT and AI-based learning methods influence their writing proficiency. Meanwhile, learners' writing proficiency is the dependent variable measured to assess the effectiveness of the integration of the CRT method and AI-based learning applications.

Based on the description above, the researcher's concept to examine learners' perspective of the use of culturally responsive teaching integrated with AI to elevate their writing proficiency can be visually represented as follows:

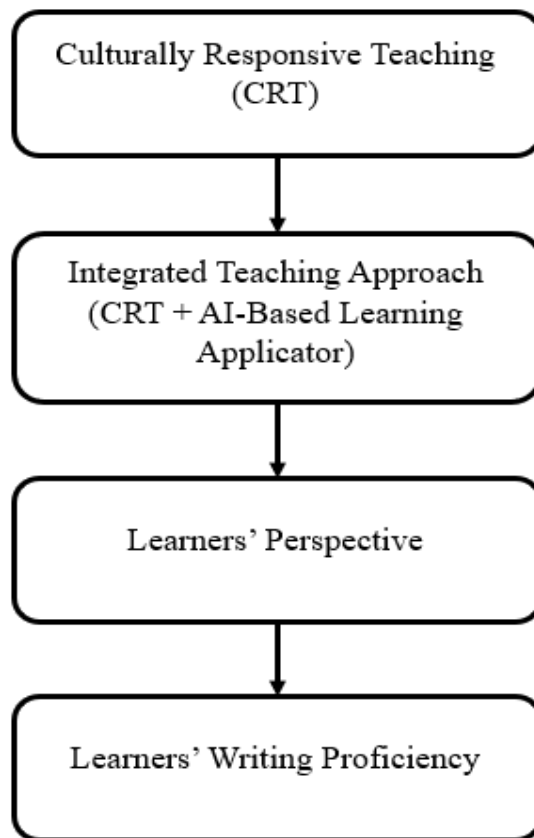


Figure 2. 1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design of this research was carried out using a mixed methods approach, combining qualitative research (Creswell, 2016) and quantitative research (Johnson and VanderStoep, 2009). The research employed a qualitative design to obtain comprehensive understanding of learners' perspective and encounters concerning the integration of culturally responsive teaching with AI-based learning systems. This enables researchers to investigate attitudes, perspectives, and impressions that may not be quantifiable using numerical data. Quantitative design, in the context of integrating AI-based learning with culturally responsive teaching to enhance writing proficiency, offers the advantage of producing measurable data that can be statistically analyzed.

The initial phase of this research involved students who are representative of the research population who were administered a questionnaire in order to gather data. The collected data were analyzed using statistical methodology. Once the data has been acquired using statistical methods, a subset of students from the chosen sample were interviewed in detail to gather their perspectives. Simultaneously, the acquired data were examined utilizing the analytical approach outlined by Miles and Huberman (2014).

3.2 Research Subject

The subjects selected in this research were 15 second-year students at SMAN

10 Medan, which focused on class XI MIA 1. The subjects were selected using simple random sampling, and the method used is using lottery numbers. This research only uses primary data, not secondary data sources or from other data sources.

3.3 Research Instrument

1. Interview

This research employed structured interviews. Utilizing interviews in this research can make a substantial contribution to gaining a comprehensive grasp of learners' perspectives regarding the integration of culturally responsive teaching with AI technology for the enhancement of learners' writing proficiency. Interviews were conducted to gather comprehensive qualitative data on learners' viewpoints, encounters, and understandings pertaining to various key areas, namely: 1) Learning experiences, 2) Perspectives of culturally responsive teaching, 3) Perspectives of AI technology, and 4) Writing skills.

2. Questionnaire

This research employed a closed-ended questionnaire that incorporates a Likert scale. This instrument is valuable for objectively assessing learners' attitudes and perspectives in a quantitative manner. This method enables systematic and unbiased data gathering, is effective in collecting data from extensive samples, and supports comprehensive statistical analysis to comprehend patterns and correlations among the variables under research. A questionnaire was administered to gather data on learners' attitudes, beliefs, and perspectives regarding the integration of culturally responsive teaching with AI-based learning.

The questionnaire also seeks to assess the extent to which this integration enhances learners' writing proficiency.

3.4 Technique of Data Analysis

The quantitative data received from the questionnaire were analyzed using the SPSS 24.00 program for statistical analysis. The questionnaire data was organized and presented in a tabular format, after which the percentage is computed. The data obtained from survey participants were measured using a 4-point Likert scale. To provide clarity and eliminate ambiguity in the provided responses, it is essential to utilize four scales when responding questions, excluding the option of "Neutral," as indicated by Mulyatiningsih (2011). An answer that is deemed extremely good receives a score of 4.

Qualitative data collected from interviews were examined using the Miles and Huberman (2014) theoretical framework, which provides a three-stage approach for data analysis. The processes encompassed in this process are data reduction, display, and drawing/verifying conclusions.

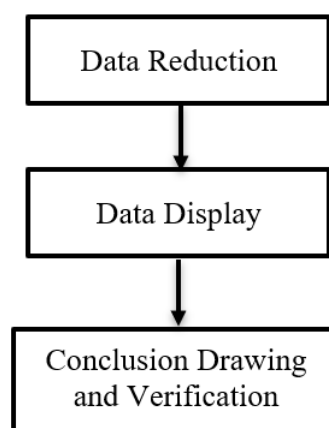


Figure 3. 1 Technique of Data Analysis

The data analysis in this research can be elaborated as follows:

1. Data Reduction

Data filtration and organization to specifically target pertinent information related to the research issue. In this step, the researcher focused on data to investigate learners' perspectives on the integration of culturally responsive teaching and artificial intelligence (AI) in order to enhance their writing proficiency.

2. Data Display

Presenting data in a format that enables easy comprehension and examination, such as tables, written explanations, or graphic representations. In this step, the researcher presented the data by transforming it into a narrative format based on the original text.

3. Conclusion Drawing and Verification

In this last step, the researcher drew conclusions and verify the data in order to comprehensively describe and elucidate all the collected information. In order to enhance the visibility of the data and findings in this study.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

Fifteen students in total completed the survey using Google Forms. This research utilized data collected from students enrolled in SMA N 10 Medan, specifically targeting the X1 MIA 1 class. The research participants completed the questionnaire administered using Google Form. Furthermore, students were interviewed individually, with 5 questions that focused specifically on the perspectives of learners regarding the utilization of culturally responsive teaching integrated with artificial intelligence to enhance their writing proficiency.

Meanwhile, for the survey via Google Form comprised 15 indicator statements encompassing several topics, including the use of culturally responsive methods, the utilization of artificial intelligence (AI), and the integration of utilizing culturally responsive teaching and artificial intelligence to enhance writing proficiency. The results of the reliability test showed that of the 15 number of items in the questionnaire tested, the Cronbach's alpha value surpassed 0.939, as demonstrated in Table 4.1, which displays the questionnaire's reliability. In addition, close-ended questions were examined using SPSS version 24.0.

Table 4. 1 Reliability Statistics

Cronbach's	
Alpha	N of Items
.939	15

In order to determine the extent of learners' response, the researcher employed a questionnaire method to get precise data. The researcher utilized a Likert scale developed by Mulyatiningsih (2011). The results were analyzed by stating the frequency of respondents who chose a particular answer with a scale consisting of many answer choices, including strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The point values assigned to positive statements are as follows: SA = 4, A = 3, D = 2, and SD = 1. In the following analysis, the researcher presents the findings of a research on learners' perspective of culturally responsive teaching integrated with AI based learning applicator to elevate learners' writing proficiency, expressed in terms of percentages.

Table 4. 2 Percentage of Learners Responses

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
1	I feel I understand the material better if the writing activities are adapted to my culture	-	-	1	6.7%	8	53.3%	6	40%	15	100%
2	I feel more motivated to write when the material is adapted to my	-	-	1	6.7%	7	46.7%	7	46.7%	15	100%

	cultural background										
3	Culturally responsive teaching methods increased my confidence in writing	-	-	1	6.7%	7	46.7%	7	46,7%	15	100%
4	I feel that culturally responsive learning methods help improve my writing skills	-	-	1	6.7%	8	53.3%	6	40%	15	100%
5	Learning that uses cultural background makes learning more meaningful for me	-	-	1	6.7%	9	60%	5	33.3%	15	100%
6	The AI application used in learning helps me understand my writing mistakes	-	-	1	6.7%	9	60%	5	33.3%	15	100%
7	AI applications are very helpful in improving my writing skills	-	-	-	-	7	46.7%	8	53.3%	15	100%
8	Using AI in learning helps me focus more on improving the quality of my writing.	-	-	-	-	9	60%	6	40%	15	100%
9	AI applications are quite easy to use as tools to help with writing	-	-	-	-	10	66.7%	5	33.3%	15	100%
10	The use of AI technology in learning makes me more confident in writing.	-	-	1	6.7%	9	60%	5	33.3%	15	100%
11	I feel that culturally responsive	-	-	-	-	9	60%	6	40%	15	100%

	teaching methods and the use of AI applications support each other in improving my writing skills										
12	Culturally responsive teaching integrated with AI learning applications helped improve my writing skills	-	-	-	-	9	60%	6	40%	15	100%
13	The positive impact of using culturally responsive teaching integrated with AI on my writing skills has been immense	-	-	-	-	8	53.3%	7	46.7%	15	100%
14	Culturally responsive teaching and AI-based applications can work together to improve my writing skills	-	-	-	-	7	46.7%	8	53.3%	15	100%
15	The integration of culturally responsive teaching with AI-based learning applications is quite effective in writing activities	-	-	-	-	8	53.3%	7	46.7%	15	100%

The results indicate that the majority of participants hold a favorable perspective of the utilization of culturally responsive teaching method integrated with AI applications to elevate their writing proficiency. The numbers span from 6.7% at the lowest point to 66.7% at the highest point. Participants' perspectives

vary based on the indicators of statements, including the implementation of culturally responsive teaching methods, the utilization of AI, and the integration of culturally responsive teaching methods and AI to elevate learners' writing proficiency. The data is displayed in multiple distinct tables below.

Table 4. 3 The result of questionnaire distribution No.1

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
1	I feel I understand the material better if the writing activities are adapted to my culture.	-	-	1	6.7%	8	53.3%	4	40%	15	100%

Table 4.3 shows that out of the 15 students surveyed, 4 students (40%) chose strongly agree (SA), 8 students (53.3%) chose agree (A), and 1 student (6.7%) chose disagree (D). However, no students selected or provided a percentage for the strongly disagree (SD). The data provided indicates that 53.3% of students selected the agree category as an alternative response. This suggests that students believe that adapting writing activities to their respective cultures enhances their understanding of the material when using the culturally responsive teaching method.

Table 4. 4 The result of questionnaire distribution No.2

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
2	I feel more motivated to write when the material is adapted to my cultural background.	-	-	1	6.7%	7	46.7%	7	46.7%	15	100%

According to the data in table 4.4, it is evident that 15 students have provided a range of choices. Specifically, 7 students or 46.7% selected strongly agree (SA), another 7 students or 46.7% chose agree (A), and 1 student or 6.7% chose disagree (D). No students selected strongly disagree (SD), representing 0%. The data analysis reveals that students support the implementation of the culturally responsive teaching method. They express increased motivation to write when the material is tailored to their cultural background.

Table 4. 5 The result of questionnaire distribution No.3

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
3	Culturally responsive teaching methods increased my confidence in writing.	-	-	1	6.7%	7	46.7%	7	46,7%	15	100%

According to table 4.5, 15 students provided the same response as the previous statement. Additionally, 7 students, or 46.7%, selected strongly agree (SA), while another 7 students, also 46.7%, chose agree (A). Only 1 student, or 6.7%, disagreed (D), and there were no students who severely disagreed (SD), representing 0%. Based on the analysis, it is evident that 46.7% of students who selected strongly agree (SA) and agree (A) concurred that culturally responsive teaching methods are effective in boosting their confidence in writing.

Table 4. 6 The result of questionnaire distribution No.4

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
4	I feel that culturally responsive learning methods help	-	-	1	6.7%	8	53.3%	6	40%	15	100%

	improve my writing skills.									
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Based on table 4.6, a total of 15 students selected different answers. Out of these, 6 students or 40% chose strongly agree (SA), 8 students or 53.3% chose agree (A), 1 student or 6.7% chose disagree (D), and no one chose the option strongly disagree (SD), which is 0%. Based on the data, it is evident that 53.3% of students selected the agree category as an alternative response, indicating that students concur that culturally responsive teaching methods enhance their writing abilities.

Table 4. 7 The result of questionnaire distribution No.5

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
5	Learning that uses cultural background makes learning more meaningful for me.	-	-	1	6.7%	9	60%	5	33.3%	15	100%

According to the table provided, out of the 15 students who selected various responses, 5 students or 33.3% chose strongly agree (SA), 9 students or 60% chose agree (A), 1 individual or 6.7% chose disagree (D), and no students selected the option of strongly disagree (SD) or 0%. Based on the aforementioned data, it is evident that 60% of students concur with the assertion that including a cultural context into their learning experience enhances the significance of learning for them.

Table 4. 8 The result of questionnaire distribution No.6

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%

6	The AI application used in learning helps me understand my writing mistakes	-	-	1	6.7%	9	60%	5	33.3%	15	100%
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According to the aforementioned data, 15 students selected distinct responses. Out of the total number of students, 5 students, which is equivalent to 33.3%, selected strongly agree (SA), whereas 9 students, accounting for 60%, chose agree (A). Out of the total number of students, 1 student or 6.7% expressed disagreement (D), whereas the strongly disagree (SD) did not exist or had a 0% representation. The analysis shows that it is evident that 9 out of 15 students agree with the statement about the use of AI in learning which helps them understand writing errors.

Table 4. 9 The result of questionnaire distribution No.7

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
7	AI applications are very helpful in improving my writing skills	-	-	-	-	7	46.7%	8	53.3%	15	100%

Based on the results above, 8 students, which accounts for 53.3% of the total, selected the strongly agree (SA) category, while 7 students, or 46.7%, opted for the agree (A) category. None of the students selected the disagree (D) and strongly disagree (SD) categories, as both groups had a 0% response rate. From the analysis, it is evident that all students concur with the assertion that the utilization of AI applications greatly enhances their writing proficiency. This is demonstrated

by the outcomes of the questionnaire distribution, which yielded favorable findings.

Table 4. 10 The result of questionnaire distribution No.8

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
8	Using AI in learning helps me focus more on improving the quality of my writing.	-	-	-	-	9	60%	6	40%	15	100%

The data presented indicates that 6 students, accounting for 40% of the total, selected the strongly agree (SA), while 9 students, representing 60% of the total, chose the agree (A) category. However, there were no students who selected both the categories of disagree (D) and strongly disagree (SD), which accounts for 0% of the total. Based on the analysis, a total of 9 out of 15 students concurred that the utilization of artificial intelligence (AI) in learning assists them in directing their attention towards enhancing the quality of their writing.

Table 4. 11 The result of questionnaire distribution No.9

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
9	AI applications are quite easy to use as tools to help with writing	-	-	-	-	10	66.7%	5	33.3%	15	100%

The findings from the disseminated questionnaire revealed that 5 students, equivalent to 33.3% of the total, selected strongly agree (SA). In contrast, 10 students, accounting for 66.7% of the total, opted for the agree (A) category. Once again, there were no students who selected the disagree (D) category or the

strongly disagree (SD) category, resulting in a 0% representation. Based on the results, it is evident that students concur with the assertion that the AI application is relatively user-friendly as a writing assistance. All students concur, with differentiation only in the agree (A) and strongly agree (SA) categories, indicating that this statement elicits a favorable perspective.

Table 4. 12 The result of questionnaire distribution No.10

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
10	The use of AI technology in learning makes me more confident in writing.	-	-	1	6.7%	9	60%	5	33.3%	15	100%

The last questionnaire on AI usage indicated that 5 students, or 33.3%, choose strongly agreed (SA), while 9 students, or 60%, choose agreed (A). Only 1 student, or 6.7%, disagreed (D), and no students strongly disagreed (SD), representing 0%. Based on the results provided, it is evident that most students concur with the assertion that incorporating AI technology in learning enhances their writing confidence. Nevertheless, there is a single student who holds a different opinion regarding the remark.

Table 4. 13 The result of questionnaire distribution No.11

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
11	I feel that culturally responsive teaching methods and the use of AI applications support each other in improving my writing skills.	-	-	-	-	9	60%	6	40%	15	100%

Table 4.13 presents the findings of the integration of CRT and AI, specifically focusing on the responses of 15 students. Out of these students, 6 (40%) choose strongly agree (SA) and 9 (60%) choose agree (A). None of the students selected the disagree category (D) or strongly disagree category (SD), resulting in a 0% percentage for both categories. Based on the provided data, it is evident that 60% of the students selected the agree category. This indicates that they believe there is a positive correlation between culturally responsive teaching methods and the utilization of AI apps in enhancing their writing abilities. Nevertheless, the remaining 40% also concurred, indicating that every student expressed their views in agreement with this statement.

Table 4. 14 The result of questionnaire distribution No.12

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
12	Culturally responsive teaching integrated with AI learning applications helped improve my writing skills.	-	-	-	-	9	60%	6	40%	15	100%

The subsequent table displays identical outcomes to the preceding data. Specifically, out of a total of 15 students, 6 students (40%) expressed strongly agree (SA) whereas 9 students (60%) indicated agree (A). There were no students who selected the disagree (D) and strongly disagree (SD) categories, resulting in a 0% rate for both categories. According to the data supplied, it is clear that every student selected the agree category. This demonstrates their consensus on the effectiveness of integrating culturally responsive teaching with AI learning technologies in enhancing students writing abilities.

Table 4. 15 The result of questionnaire distribution No.13

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
13	The positive impact of using culturally responsive teaching integrated with AI on my writing skills has been immense.	-	-	-	-	8	53.3%	7	46.7%	15	100%

The data presented indicates that out of the total number of 15 students, they selected the option agree. Among these, 7 students, accounting for 46.7% of the total, picked strongly agree (SA), while the remaining 8 students, representing 53.3% of the total, chose agree (A). None of the students selected the disagree (D) or strongly disagree (SD) categories, resulting in a 0% proportion for both categories. According to the data supplied, it is evident that every student selected the agree category. This demonstrates their consensus on the substantial favorable influence of incorporating culturally responsive teaching and AI on their writing abilities.

4. 16 The result of questionnaire distribution No.14

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
14	Culturally responsive teaching and AI-based applications can work together to improve my writing skills.	-	-	-	-	7	46.7%	8	53.3%	15	100%

The data shown indicates that 15 students provided a response indicating agreement. Unlike the previous findings, the current data reveals that 8 students, accounting for 53.3% of the total, selected strongly agree (SA), whereas 7

students, representing 46.7%, chose agree (A). None of the students selected the disagree (D) and strongly disagree (SD) categories, resulting in a 0% proportion for both categories. According to the given data, it indicates that they concur that the combination of culturally responsive teaching and AI-based technologies can collaborate to enhance their writing proficiency.

4. 17 The result of questionnaire distribution No.15

No	Statements	SD		D		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%
15	The integration of culturally responsive teaching with AI-based learning applications is quite effective in writing activities	-	-	-	-	8	53.3%	7	46.7%	15	100%

According to the last questionnaire data, 7 students (46.7%) selected strongly agree (SA), whereas 8 students (53.3%) chose agree (A). None of the students selected the disagree (D) and strongly disagree (SD) categories, resulting in a 0% proportion for both categories. According to the statistics, it is evident that they concur on the effectiveness of integrating culturally responsive teaching with AI-based learning apps in writing activities. The data shown above demonstrates favorable outcomes in utilizing the CRT method integrated with AI to enhance writing proficiency.

The researcher employed direct interviews with 5 students by visiting them at school and utilizing a voice recorder, in addition to gathering data through questionnaires. The interview data that has been processed through data display and coding is an alternative representative answer presented as follows. According

to the interview results for question: What is your view on culturally responsive teaching? Do you feel that this approach is relevant and supports your needs in learning to write? One of the responses provided by one of the 5 students to the given statement is as follows:

Rafael Tamtama answered:

“I think culturally responsive teaching is great because it values the diversity of students in the classroom. I feel this approach is relevant in supporting my needs in learning to write, especially because it helps me feel more motivated when writing”.

M. Al Fachrel Fahroza answered:

“I think culturally responsive teaching has never been done before in the classroom, and this is the first time it has been implemented. I feel this method is quite good because it connects each culture in writing, and it is quite supportive for me in learning to write”.

Nailatus Seifa answered:

“I think that this method has never been used before, so I was not used to it at first. However, I found the teaching quite interesting. I feel that this method supports me in learning to write because it makes writing activities more exciting and helps me understand the material better”.

According to the interview results, all three participants saw culturally responsive teaching as a great approach. This approach is pertinent and aids in fulfilling their writing requirements, encompassing aspects such as fostering

motivation to write, facilitating the acquisition of writing skills, enhancing the appeal of learning activities, and promoting comprehension of the subject matter.

The next question is discussing the use of AI with the question: How is your experience using AI-based learning applications to improve your writing skills? As for one representative answer from the statement given to 5 students as follows:

Rafael Tamtama answered:

"Previously, I had never used an AI application for writing. It turned out that the AI application was very helpful in writing by correcting errors in my writing".

Johanes Rajaguk-guk answered:

"Before this research, I had used Grammarly. In my opinion, AI does help improve my writing skills because it can show errors in writing, so that writing becomes better".

Nailatus Seifa answered:

"Previously, I had used AI applications for speaking, but not for writing. When I used AI to write, I felt that AI really helped improve my writing skills. AI made me more creative and not afraid of making mistakes because it can correct mistakes in writing".

Participant experiences varied, with some individuals previously acquainted with AI while others having no prior exposure to it. Nevertheless, every participant acknowledged that the AI tool was highly helpful for them in writing.

The following question discusses the integration of CRT with AI applications with the question: In your opinion, to what extent does culturally responsive teaching integrated with AI applications help improve your writing skills? As for one representative answer from the statement given to 5 students as follows:

Johanes Rajaguk-guk answered:

"Culturally responsive teaching integrated with AI has greatly improved my writing skills. I have seen significant improvement in my writing skills, my writing has improved even though writing in English is quite difficult".

Maria Stella Nelly Turnip answered:

"Culturally responsive teaching connects the material to my culture, while AI speeds up the writing process. My writing skills have improved because of using this method in class".

Nailatus Seifa answered:

"Culturally responsive teaching helps me write according to my culture, while AI corrects mistakes in my writing. With both, my writing skills have improved. I usually write a little because I am afraid of making mistakes, but with the help of AI, I can write more".

All three participants have a unanimous perspective. They believe that combining the CRT approach with AI application is quite beneficial for enhancing their writing abilities. By merging the two, they receive greater assistance in their writing.

Based on the interview results for questions: How do culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Is there a change in your attitude or interest in writing after using this method? As for one representative answer from the statement given to 5 students as follows:

M. Al Fachrel Fahroza answered:

"This method increased my motivation because I had never used culturally responsive methods and AI before. There has been no change but I am more motivated to write and feel that the class is more interesting".

Maria Stella Nelly Turnip answered:

"Previously, I was not interested in writing, but this research using cultural methods and AI made me more motivated because the material about culture is more interesting. The change is, I feel more confident writing in English because AI helps correct mistakes".

Nailatus Seifa answered:

"I don't like writing, especially in English. However, after being taught using AI and writing about my cultural topics, I feel that writing is not so difficult. This motivates me to write better with the help of AI, and I feel that writing has become easier thanks to AI".

The findings indicated that the utilization of the CRT and artificial AI applications had an impact on their writing motivation. They discovered alterations in their attitudes, namely with their perception of writing as being easier, more engaging, and more beneficial.

The last interview question discussed the effectiveness of the integration of culturally responsive teaching and AI-based learning applications, with the question: How do you rate the effectiveness of the integration of culturally responsive teaching and AI-based learning applications in improving your writing skills? As for one representative answer from the statement given to 5 students as follows:

Rafael Tamtama answered:

"I think that the integration of culturally responsive teaching and AI applications is very effective in improving writing skills. This method makes the class more fun and writing is not too difficult, so I am more willing to write than before".

M. Al Fachrel Fahroza answered:

"This method is quite effective in improving my writing skills. Previously, I was lazy to write because I was not good at writing a lot, but after using the culturally responsive and AI methods, I became more interested in writing. My writing also got better thanks to this method".

Johanes Rajaguk-guk answered:

"The integration of culturally responsive teaching and AI is very effective in improving my writing skills. This method increases my motivation in writing, so my writing ability also improves, although not much".

The interview results stated that the three participants considered the integration of the CRT method and AI applications to be very effective in improving their writing skills.

4.2 Discussion

The research focuses on the starting context of examining the efficacy of the integration of culturally responsive teaching with AI applications to enhance students' writing skills from their own perspectives. The findings demonstrate a favorable and good perspective from the students. Implementing the culturally responsive teaching approach yields favorable outcomes for students within the classroom setting. Furthermore, the utilization of AI leads to enhanced accessibility in writing, as seen by the positive outcomes achieved through the application of precise grammar, which has been proven to significantly influence students' writing performance (Choi, 2012; Fitria, 2021). Utilizing artificial intelligence, particularly Grammarly, guarantees precise grammatical correctness for students. This enhances the efficacy of their writing (Anam, 2021).

The research has demonstrated that students offer significant feedback on the diverse advantages of employing the culturally responsive teaching approach to enhance their writing proficiency. The majority of respondents in the questionnaire provided positive responses. They concur that implementing the culturally responsive teaching approach significantly aids students in comprehending the subject more effectively when it is connected to their culture. Furthermore, it enhances their motivation to engage in writing, boosts their confidence in their writing abilities, imbues their writing with greater significance,

and ultimately facilitates the improvement of their writing skills.

Additionally, this research assesses students' perspective regarding the utilization of artificial intelligence to enhance their writing abilities. The findings indicate that students had favorable opinions, acknowledging that AI, particularly Grammarly, is a user-friendly writing tool. Furthermore, the utilization of AI not only aids students in comprehending writing errors, but also enhances the quality of their writing, instills confidence in their writing abilities, and contributes to the improvement of their writing skills.

The research's last indicator examines the utilization of culturally responsive teaching approaches combined with AI applications. Once again, the data indicate that students hold a favorable perspective. They concur that the combination of the CRT method and AI technology is highly compatible, and both have a significant beneficial influence. Furthermore, the integration of the CRT methods with AI apps proved to be efficacious in enhancing their writing proficiency.

According to the findings of this research, integrating culturally responsive teaching approaches with AI applications as educational technology in schools leads to more favorable perceptions. This research demonstrated that the utilization of both approaches aims to enhance learning methodologies, rendering them more pleasurable and facilitating students' advancement in their writing proficiency. Based on the replies of multiple students, it is clear that delivering education through lectures and using outdated media leads to student boredom. Student responses indicate that there are more positive perceptions than negative ones. This is corroborated by the findings of surveys and interviews conducted

with students. Therefore, it can be asserted that students concur that the utilization of culturally responsive teaching integrated with artificial intelligence (AI) apps can enhance their writing proficiency.

This study aims to ascertain students' perspective regarding the use of the culturally responsive teaching approach combined with artificial intelligence. Additionally, it also aims to determine students' perspective on the effectiveness. The student interviews done by researchers provide insights into how students perceive the effectiveness of the culturally responsive teaching method when integrated with AI. One of the informants named Maria Stella Nelly Turnip conveyed her perspective.

“This method is quite effective in improving writing skills because I am more interested in writing, so I can be more active when asked to write. In addition, with the help of AI, my writing is also neater and better. Wrong writing can be corrected using AI so I can easily write anything”.

The usage of the CRT approach is essential as it enhances the engagement and appeal of writing activities. Through the utilization of this approach, students exhibit a higher level of engagement compared to their previous state. Furthermore, it is vital for students to promptly employ AI technology as it can greatly assist them in their writing endeavors. Students believe that AI can assist them in identifying and rectifying errors in their writing, as well as enhancing their overall writing skills. Additionally, another informant by the name of Johanes Rajaguk-guk shared her perspective.

“The integration of culturally responsive teaching and AI is very effective in

improving my writing skills. As I have said that the use of this method can increase motivation in writing so that my writing skills can improve even though not much”.

This statement implies that the integration of culturally responsive teaching approaches and the utilization of artificial intelligence (AI) is highly efficient in enhancing writing skills and making a beneficial impact on motivation and writing abilities, although the increase is not too big or significant. However, there is still progress that is recognized. Another informant named M. Al Fachrel Fahroza also conveyed his perception in the interview:

"Using this method is quite effective in improving my writing skills. Previously I was lazy when asked to write because I was not good at writing a lot. However, after using the culturally responsive method and using AI I became more interested in writing. My writing is also better because it is helped by this method".

This demonstrates that the integration of culturally responsive and AI technology in the teaching technique effectively enhances writing proficiency. This approach not only enhances students' engagement in writing but also enhances the caliber of their written work. Students reported that their writing skills improved as a result of employing culturally responsive teaching approaches and utilizing artificial intelligence.

These three answers are representative answers to questions given to 5 students who provided their perspectives on the effectiveness of the culturally responsive teaching method integrated with the use of AI applications to improve

their writing skills. The results stated that in the students' perspectives, the use of the CRT method and the use of AI were quite effective in improving their writing skills.

Proficiency in writing is a multifaceted skill that encompasses several components and is crucial for students acquiring English language skills (Alharthi, 2021). Various strategies can be employed to enhance writing abilities. One specific approach is the utilization of the culturally responsive methodology. In order to establish a productive learning environment, teachers need to adjust to cultural and local knowledge, technological progress, and the impact of art in the surrounding environment (Derlina et al., 2020).

Furthermore, it is imperative to take into account the utilization of high-quality media. Artificial Intelligence (AI) has emerged as a significant catalyst in revolutionizing the methodology of education, particularly in the field of language instruction (Malik et al., 2023). Artificial intelligence (AI) can serve as a tool to assist students with writing. There exist several categories of AI capabilities that can be employed.

The implementation of both can improve the quality of writing and improve writing skills. Strengthened by additional research showing that the integration of culturally responsive teaching methods with artificial intelligence can improve students' writing skills (Larasati and Ginting, 2024). The research's findings revealed that 13 out of 15 student participants shown noteworthy enhancements in grammar, ideas and content, structure, vocabulary, phrases, and conventions. Hence, the study results demonstrate that employing AI-driven instructional

devices alongside culturally responsive teaching approaches can markedly enhance students' writing and critical thinking abilities.

The results of this research can contribute to the development of theories about culturally responsive teaching and the utilization of artificial intelligence in education. While numerous prior studies have examined the implementation of culturally responsive teaching approaches and the utilization of AI apps, no existing research has specifically explored the student's perspective on this matter.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The objective of this research was to examine the perspectives of 11th grade students regarding the enhancement of their writing abilities. The research specifically focused on the implementation of culturally responsive teaching approaches that are combined with artificial intelligence applications. The findings indicated that students had a favorable perspective towards the use of culturally responsive teaching approaches integrated with AI applications in order to enhance their writing abilities.

The incorporation of CRT techniques and AI applications in the writing process elicited favorable emotions among students, as demonstrated by heightened motivation, enhanced self-assurance, improved efficiency, and greater inclination towards employing AI for generating writing of superior quality. The findings were derived from multiple perspectives, encompassing the efficacy of culturally responsive teaching approaches, the utilization of AI, and the integration of CRT method and AI applications evidenced by students during writing activities.

Research has demonstrated that incorporating culturally responsive teaching approaches in academic settings enhances students' writing proficiency. Empirical evidence has demonstrated that students experience higher levels of motivation

when writing tasks are connected to their own cultural backgrounds. Through the integration of their cultural background with writing exercises, students have a clear understanding of the content they will be writing. Furthermore, by connecting the content with culture, it enhances their passion and leads students to perceive writing activities as more engaging.

Furthermore, the utilization of artificial intelligence as a writing tool has been demonstrated to significantly improve students' writing skills. Through the use of AI-driven technologies, students can proficiently examine and guarantee correct grammatical formulations, so substantially decreasing the time needed to finish their work. Concerning interest and motivation, students are strongly motivated to use AI due to its significant advantages in the completion of writing tasks. Furthermore, the use of writing tools that assist with sentence structure and grammatical precision has resulted in heightened motivation to write well through writing tools that help with sentence construction and grammatical accuracy.

5.2 Suggestion

The results of this study have significant ramifications for educators. Utilizing culturally responsive methodologies integrated with AI technology can serve as a potent tactic to enhance students' writing proficiency, particularly in diverse cultural settings. Hence, it is advisable to broaden the implementation of this method in educational settings, while making necessary modifications to cater to specific local requirements.

Nevertheless, this study has several limitations, such as the restricted sample size and concentration on a single category of AI application. Further

investigation is required to evaluate the efficacy of this method in educational settings and with other artificial intelligence applications. In addition, future research can explore in more depth how specific cultural elements influence students' learning and writing skills. The researcher provides several suggestions:

1. For Students

Students are expected to integrate their cultural elements into their writing to make it more relevant and engaging. In addition, students are also advised to utilize AI applications, such as Grammarly, in their writing process. This application can help in noting errors and improving the quality of writing.

2. For Teachers

Teachers are advised to integrate culturally responsive teaching approaches and the use of AI in their teaching strategies. This can increase students' motivation to write. In addition, to ensure that students can make optimal use of AI, teachers need to provide guidance and training on how to use AI applications in writing.

3. For Future Researchers

Future researchers are advised to explore the long-term impact of the use of culturally responsive teaching and AI. This could include longitudinal studies to see how these interactions affect writing skills and attitudes towards writing in the future.

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APPENDIX 1: Questionnaire Item

Questionnaire

Email :
Name :
Class :
Gender :
 Male
 Female
Age :

1. I feel like I understand the material better if the writing activities are adapted to my culture.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

2. I feel more motivated to write when the material is adapted to my cultural background.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

3. Culturally responsive teaching method increases my confidence in writing.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

4. I feel that culturally responsive learning method helps improve my writing skills.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

5. Learning that uses my cultural background makes learning more meaningful for me.
 - a. Strongly agree
 - b. Agree

- c. Disagree
 - d. Strongly disagree
6. The AI application used in learning helps me understand my writing mistakes.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
7. AI applications are very helpful in improving my writing skills.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
8. Using AI in learning helps me focus more on improving the quality of my writing.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
9. AI applications are easy to use as tools to help with writing.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
10. The use of AI technology in learning makes me more confident in writing.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
11. I feel that culturally responsive teaching method and the use of AI applications support each other in improving my writing skills.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
12. Culturally responsive teaching integrated with AI learning applications help improve my writing skills.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

13. The impact of culturally responsive teaching integrated with AI on my writing skills has been profound.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

14. Culturally responsive teaching and AI-based applications can work together to improve my writing skills.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

15. The integration of culturally responsive teaching with AI-based learning applications is quite effective in writing.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

APPENDIX 2: Interview Item

Interview

1. What are your perspectives on culturally responsive teaching? Do you feel this approach is relevant and supports your needs in learning to write?
2. How is your experience using AI-based learning applications to improve your writing skills?
3. In your perspective, to what extent has culturally responsive teaching enabled by AI applications helped improve your writing skills?
4. How did culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Was there a change in your attitude or interest in writing after using this method?
5. How would you rate the effectiveness of integrating culturally responsive teaching and AI-based learning applications in improving your writing skills?

APPENDIX 3: Documentation

Documentation







APPENDIX 4: The Result of Questionnaire

Pertanyaan Jawaban 15 Setelan Poin total: 0

Nama Siswa

15 jawaban

Zefanya Yoga Melkisedet

Gading Hakim

Johanes Aritra Rajaguguk

Intan Nurhaliza

Mario Imanuel Banjarnahor

Matilda

Nailatus Seifa

Maria Stella Nelly Turnip

Salzabil Nabila Amri

Inka Octarin

Sri Abtifah Lestari

M. AL FACHREL FAHROZA

Rafael Tamtama P

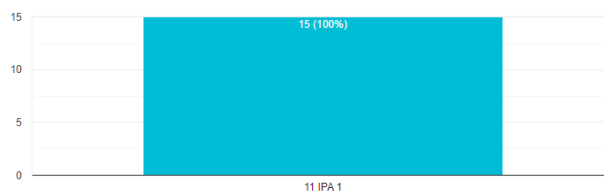
Jones M Wijaya Girsang

Meifani Claudia Tobing

Kelas

15 jawaban

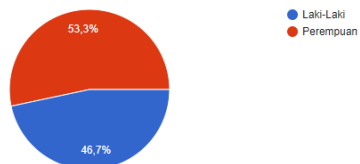
Salin



Jenis Kelamin

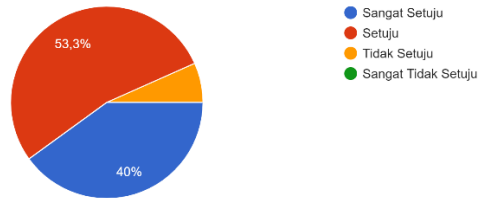
15 jawaban

Salin



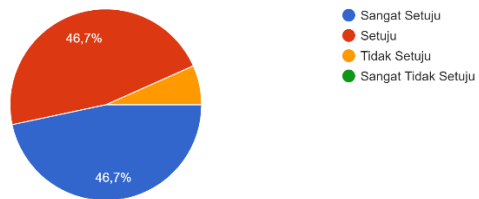
Saya merasa memahami materi dengan lebih baik jika pada kegiatan menulis disesuaikan dengan budaya saya.

15 jawaban



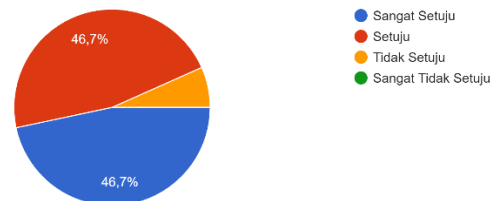
Saya merasa lebih termotivasi untuk menulis ketika materinya disesuaikan dengan latar belakang budaya saya.

15 jawaban



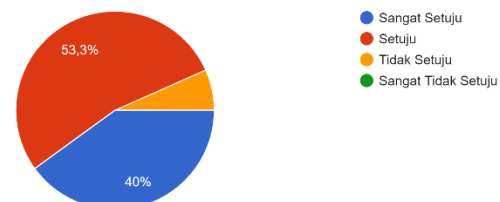
Metode pengajaran yang responsif secara budaya meningkatkan kepercayaan diri saya dalam menulis.

15 jawaban



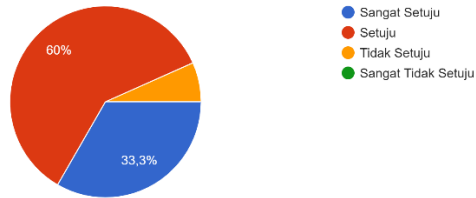
Saya merasa metode pembelajaran responsif budaya membantu meningkatkan keterampilan menulis saya.

15 jawaban



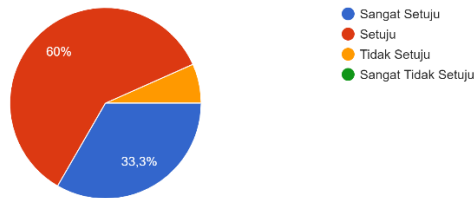
Pembelajaran yang menggunakan latar belakang budaya menjadikan pembelajaran lebih bermakna bagi saya.

15 jawaban



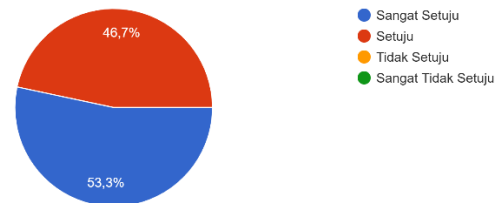
Aplikasi AI yang digunakan dalam pembelajaran membantu saya memahami kesalahan penulisan saya.

15 jawaban



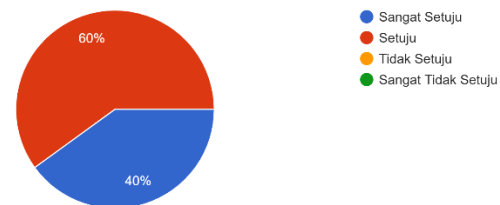
Aplikasi AI sangat membantu dalam meningkatkan kemampuan menulis saya.

15 jawaban

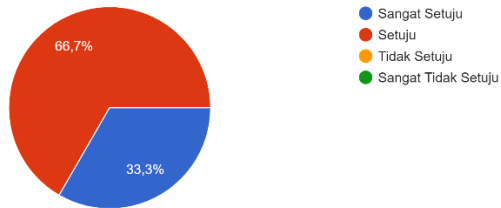


Penggunaan AI dalam pembelajaran membantu saya lebih fokus pada peningkatan kualitas tulisan saya.

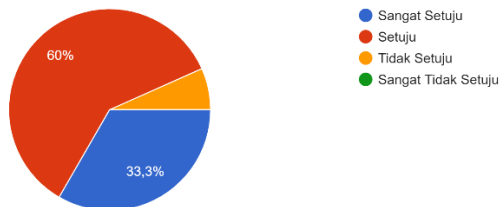
15 jawaban



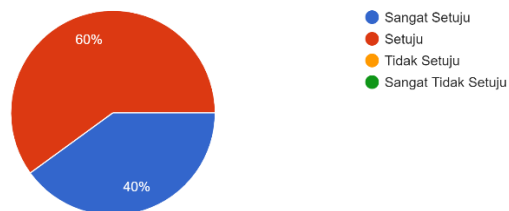
Aplikasi AI cukup mudah digunakan sebagai alat untuk membantu menulis.
15 jawaban



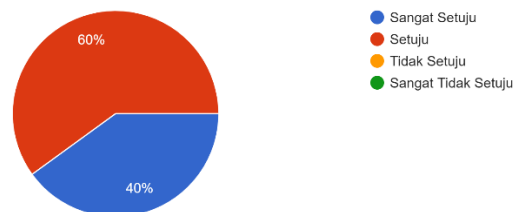
Penggunaan teknologi AI dalam pembelajaran membuat saya lebih percaya diri dalam menulis.
15 jawaban



Saya merasa metode pengajaran yang responsif budaya dan penggunaan aplikasi AI saling mendukung dalam meningkatkan keterampilan menulis saya.
15 jawaban

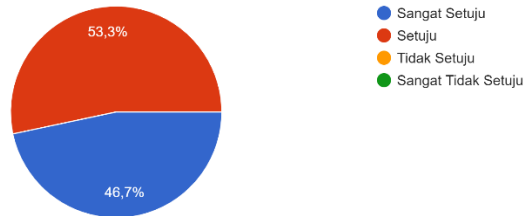


Pengajaran responsif budaya yang terintegrasi dengan aplikasi pembelajaran AI membantu meningkatkan keterampilan menulis saya.
15 jawaban



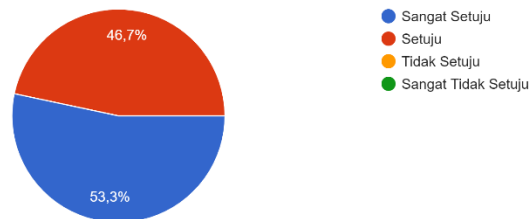
Dampak positif penggunaan pengajaran responsif budaya yang terintegrasi dengan AI terhadap keterampilan menulis saya sangat besar.

15 jawaban



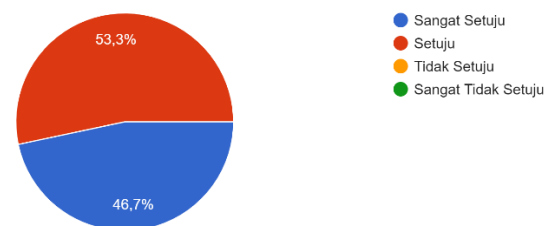
Pengajaran yang responsif terhadap budaya dan aplikasi berbasis AI dapat bekerja sama untuk meningkatkan keterampilan menulis saya.

15 jawaban



Integrasi pengajaran responsif budaya dengan aplikasi pembelajaran berbasis AI cukup efektif dalam kegiatan menulis.

15 jawaban



APPENDIX 5: The Result of Interview

1. Informan 1

Name : Rafael Tamtama P
Class : XI MIA 1
Gender : Male
Age : 17

No.	Question	Answer
1.	What are your perspectives on culturally responsive teaching? Do you feel this approach is relevant and supports your needs in learning to write?	I think culturally responsive teaching is very good. This approach can appreciate the cultural diversity of students in the classroom. I feel that culturally responsive teaching is relevant in supporting my needs in learning to write because it helps me feel more motivated when writing.
2.	How is your experience using AI-based learning applications to improve your writing skills?	Previously, I had never used an AI application in writing. This research using an AI application was a first for me. The AI application turned out to help me in writing because it helped in correcting incorrect writing.
3.	In your perspective, to what extent has culturally responsive teaching enabled by AI applications helped improve your writing skills?	I think using both of these methods is quite helpful for me in writing. A significant improvement in my writing skills is that my writing becomes more interesting because it discusses culture and becomes better because it is assisted by the AI application.
4.	How did culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Was there a change in your attitude or interest in writing after using this method?	This method affects motivation in learning to write, because, previously in class, we were never asked to write by involving culture and using AI. After using this method, I feel that writing is not boring.
5.	How would you rate the effectiveness of integrating culturally responsive teaching and AI-based learning applications in improving your writing skills?	I think that the integration of culturally responsive teaching and AI-based learning applications is very effective in improving writing skills. Because by using this method, the class becomes more fun and writing becomes less difficult. I am more willing to be asked to write than before.

2. Informan 2

Name : M. Al Farchrel Fahroza

Class : XI MIA 1

Gender : Male

Age : 17

No.	Question	Answer
1.	What are your perspectives on culturally responsive teaching? Do you feel this approach is relevant and supports your needs in learning to write?	Culturally responsive teaching has never been done in the classroom before, this is the first time it is used in the classroom. I think this method is quite good, because it connects each culture in writing. Culturally responsive teaching also supports me quite a bit in learning to write.
2.	How is your experience using AI-based learning applications to improve your writing skills?	I have no previous experience with AI. I am using a new AI when this research was conducted. I think AI is quite helpful in improving my writing skills. This research used Grammarly, and it helped me correct the vocabulary in my writing that was wrong.
3.	In your perspective, to what extent has culturally responsive teaching enabled by AI applications helped improve your writing skills?	This teaching helps improve writing because I write according to my culture. Because I already know my culture, writing becomes easier. Using AI also helps because you don't have to bother looking at Google if there is a wrong sentence. The improvement in writing is that my writing is better.
4.	How did culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Was there a change in your attitude or interest in writing after using this method?	This method increases motivation because I have never used culturally responsive and AI methods before. After using this method, I became more motivated to write. There has been no change in interest, but after using this method, the class is not boring.
5.	How would you rate the effectiveness of integrating culturally responsive teaching and AI-based learning applications in improving your writing skills?	Using this method is quite effective in improving my writing skills. Previously, I was lazy when asked to write because I was not good at writing a lot. However, after using the culturally responsive method and using AI, I became more interested in writing. My writing is also better because it is helped by this method.

3. Informan 3

Name : Johanes Aritra Rajagukguk

Class : XI MIA 1

Gender : Male

Age : 16

No.	Question	Answer
1.	What are your perspectives on culturally responsive teaching? Do you feel this approach is relevant and supports your needs in learning to write?	Culturally responsive teaching has never been done in the classroom before, this is the first time it is used in the classroom. Because it is new, I don't really understand the learning system. Although it is interesting, I have never learned by connecting cultures before. Therefore, I don't know whether it is relevant or not.
2.	How is your experience using AI-based learning applications to improve your writing skills?	Before this research was conducted, I had used AI, especially Grammarly. In my opinion, AI can indeed help improve writing skills. Because by using AI, namely Grammarly, we can find out whether our writing is right or wrong, so our writing can be better.
3.	In your perspective, to what extent has culturally responsive teaching enabled by AI applications helped improve your writing skills?	In my opinion, culturally responsive teaching integrated with AI has greatly helped improve my writing skills. There is a significant improvement in my writing skills, namely my writing is better than before even though writing in English is quite difficult to do.
4.	How did culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Was there a change in your attitude or interest in writing after using this method?	Culturally responsive teaching and the use of AI increased my motivation to learn writing because learning became more fun. I don't know if anything has changed in my attitude or interests, but I have definitely become more interested in writing.
5.	How would you rate the effectiveness of integrating culturally responsive teaching and AI-based learning applications in improving your writing skills?	The integration of culturally responsive teaching and AI is very effective in improving my writing skills. As I said, using this method can increase motivation in writing so that my writing skills can improve even though not much.

4. Informan 4

Name : Maria Stella Nelly Turnip
Class : XI MIA 1
Gender : Female
Age : 17

No.	Question	Answer
1.	What are your perspectives on culturally responsive teaching? Do you feel this approach is relevant and supports your needs in learning to write?	This method is new to me because I have never studied like this before. Because it is new, I do not really understand the learning system. Although interesting, I have never studied by connecting cultures before. Therefore, I do not know whether it is relevant or not.
2.	How is your experience using AI-based learning applications to improve your writing skills?	Since this is my first experience using AI, I think AI is a good application and can help in learning. Using AI can help improve my writing skills because AI can help us find out if there is something wrong in the writing.
3.	In your perspective, to what extent has culturally responsive teaching enabled by AI applications helped improve your writing skills?	Culturally responsive teaching and the use of AI applications helped improve my writing skills because culturally responsive teaching connected the material to my culture, and the AI applications helped speed up the writing process. My writing skills improved quite a bit because of the help from the methods used in class when writing.
4.	How did culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Was there a change in your attitude or interest in writing after using this method?	Previously I was not interested if asked to write, with this research that uses cultural and AI methods, I am quite motivated to write because the material is more interesting, namely tell about culture. The changes that occurred may be that I feel more confident when writing in English, because of the help of AI I don't need to be afraid anymore if there are mistakes in writing.
5.	How would you rate the effectiveness of integrating culturally responsive teaching and AI-based learning applications in improving your writing skills?	This method is quite effective in improving writing skills because I am more interested in writing, so I can be more active when asked to write. In addition, with the help of AI my writing is also neater and better. Wrong writing can be corrected using AI so I can easily write anything.

5. Informan 5

Name : Nailatus Seifa
Class : XI MIA 1
Gender : Female
Age : 17

No.	Question	Answer
1.	What are your perspectives on culturally responsive teaching? Do you feel this approach is relevant and supports your needs in learning to write?	This teaching has never been used before so I was still not used to it at first. However, after it was explained that this teaching was for writing activities, I felt that the teaching was quite interesting. We were asked to write on topics that were in accordance with each culture. In my opinion, using this teaching can support me in learning to write, because writing becomes more fun and makes me understand the material better.
2.	How is your experience using AI-based learning applications to improve your writing skills?	Previously I have used AI applications but for speaking, while for writing I have never used it. When I use it for writing, I think this AI is quite helpful in improving my writing skills. Because, by using AI I become more creative and not afraid of making mistakes because AI will correct me if there is a mistake in my writing.
3.	In your perspective, to what extent has culturally responsive teaching enabled by AI applications helped improve your writing skills?	Culturally responsive teaching is used so that I can write according to my culture so that I can write whatever I can. Then, using AI to correct if there is anything wrong in my writing. By using both, my writing skills can improve more or less. The improvement can be seen from the writing that I write. Usually, I only write a little because I am afraid of making mistakes, but when asked to write and use AI, I can write more.
4.	How did culturally responsive teaching and the use of AI applications affect your motivation in learning to write? Was there a change in your attitude or interest in writing after using this method?	I don't really like writing, especially in English. When this research was conducted, I was not interested at first. However, after being taught to use AI and write on topics that fit my culture, I felt that writing was not that difficult. This motivated me to write better with the help of AI. The change in attitude can be seen that I think writing is not difficult because it can be helped by AI.
5.	How would you rate the effectiveness of integrating culturally responsive teaching and AI-based learning applications in improving your writing skills?	In my opinion, this method is effective to improve writing skills. From not being interested in writing, to starting to be interested. From writing only a little, to being able to write more in English because of the help of the method.

APPENDIX 6: Form K1



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id**

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ardhia Pramesti Regita Cahyani
NPM : 2002050091
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK = 3,73

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
05/01/2024 <i>[Signature]</i>	Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency	
	The Performance of Expressive Speech Acts as Found in the First The 2024 Presidential Candidates Debate	
	The Study of Politeness Strategies Employed by 2024 Presidential Election Candidates of Indonesia and its Application in Teaching Speaking	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 05 Januari 2024
Hormat Pemohon,

[Signature]
Ardhia Pramesti Regita Cahyani

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 7: Form K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Ardhia Pramesti Regita Cahyani
NPM : 2002050091
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning
Applicator to Elevate Learners' Writing Proficiency

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Ambar Wulan Sari, S.Pd., M.Pd.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 05 Januari 2024

Hormat Pemohon,

Ardhia Pramesti Regita Cahyani

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

APPENDIX 8: Form K3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0124/IL.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Ardhia Pramesti Regita Cahyani
N P M : 2002050091
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Learners' Perspective of Culturally Responsive Teaching Integrated With AI Based Learning Applicator to Elevate Learners' Writing Proficiency.

Pembimbing : Ambar Wulan Sari, S.Pd., M.Pd.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **15 Januari 2025**

Medan 03 Rajab 1445 H
15 Januari 2024 M



Dra. Hj. Svamsuyurnita, M.Pd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIBMENGKUTISEMINAR



APPENDIX 9: Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Ardhia Pramesti Regita Cahyani
NPM : 2002050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
14/ Juni 2024	Research focus & Formulation of the Study	
16/ Juni 2024	Theoretical Framework	
21/ Juni 2024	Research Design	
28/ Juni 2024	Research Instrument	
30/ Mei 2024	Technique of Data Analysis	
3/ Juni 2024	References	
6/ Juli 2024	ACC Seminar Proposal	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Juli 2024

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

APPENDIX 10: Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 03 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Ardhia Pramesti Regita Cahyani
N.P.M : 2002050091
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency

No	Masukan dan Saran
Judul	✓
Bab I	provide the gap about culturally responsive teaching with Ai
Bab II	Just focus on the theories necessary for your study
Bab III	Elaborate why such research method was adopted
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

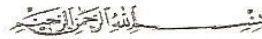
Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

APPENDIX 11: Pengesahan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Ardhia Pramesti Regita Cahyani
N.P.M : 2002050091
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency

Pada hari Rabu, tanggal 03 bulan Juli, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Juli 2024

Disetujui oleh:

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

APPENDIX 12: Surat Pernyataan Bukan Plagiat



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website <http://www.fkip.umsu.ac.id> f-mail fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ardhia Pramesti Regita Cahyani
N.P.M : 2002050091
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 3 Juli 2024
Hormat saya
Yang membuat pernyataan,


Ardhia Pramesti Regita Cahyani

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris


Pirman Ginting, S.Pd., M.Hum.

APPENDIX 13: Surat Permohonan Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AK.KP/PT/XII/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 0220 /II.3/UMSU-02/F/2024
Lamp : ---
M
Hal : Izin Riset

Medan, 10 Rajab 1445 H
22 Januari 2024

Kepada : Yth. Bapak/Ibu Kepala
SMA Negeri 10 Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Ardhia Pramesti Regita Cahyani
N P M : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Learners' Perspective of Culturally Responsive Teaching Integrated With AI Based Learning Application to Elevate Learners' Writing Proficiency.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan
Wakil Dekan I

Dr. Hj. Dewi Kesuma Nst., M. Hum
NIDN : 0106087503

*Penting!



APPENDIX 14: Surat Balasan Riset



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 10 MEDAN

Jalan Tilik No.108 Medan – 20214 Telepon (061) 7368161 Fax.(061) 7368162
Terakreditasi "A" (Nomor.1760/BAN-SM/SK/2022)



No : 420/059/Januari/2024
Lampiran : -
Hal : Izin Melaksanakan Riset

Yth. Bapak / Ibu Dekan
Universitas Muhammadiyah Sumatera Utara
Di:
Tempat

Dengan hormat, sehubungan dengan surat Saudara Nomor : 0220/IL.3/UMSU-02/F/2024, Tanggal 22 Januari 2024, kami telah memberikan Izin Melaksanakan Riset pada tanggal 18 Januari 2024 sampai dengan 01 Februari 2024 di SMA Negeri 10 Medan kepada Mahasiswa tersebut di bawah ini :

Nama : ARDHIA PRAMESTI REGITA CAHYANI
N P M : 1902050091
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "Learners' Perspective of Culturally Responsive Teaching Integrated With AL Based Learning Application to Elevate Learners' Writing Proficiency."

Demikian surat ini kami sampaikan dengan sebenarnya untuk dapat dipergunakan seperlunya dalam urusan selanjutnya.

Medan, 01 Februari 2024
Kepala SMA Negeri 10 Medan

SRI MURNI, S.Pd
NIP.19680204 200801 2 018

APPENDIX 15: Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Ardhia Pramesti Regita Cahyani
NPM : 2002050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Learners' Perspective of Culturally Responsive Teaching Integrated with AI Based Learning Applicator to Elevate Learners' Writing Proficiency

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
22/7 - 2024	Revise the grammar of the entire chapter	
31/7 - 2024	Revise theoretical framework (add more citations)	
6/8 - 2024	Sort the research results based on the specified research questions	
13/8 - 2024	In the discussion, please relate the research results to other relevant studies	
21/8 - 2024	Provide clear conclusion in outline & suggestions of the study	
27/8 - 2024	Write correctly the abstract, list of tables and references	
29/8 - 2024	ACC for greentable exam	

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Agustus 2024

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

ARDHIA PRAMESTI REGITA CAHYANI

Medan, Sumatera Utara, Indonesia · +6282268067010

ardhiaprmsti08@gmail.com | <https://www.linkedin.com/in/ardhia-pramesti-regita-cahyani-a94b08317/>

An active student majoring in English who has some work experience. Able to communicate quickly in English which allows me to communicate fluently in professional and social situations. Skills in public speaking make it possible to appear confident in public. With a combination of active English skills, public speaking, as well as a tenacious detailed and adaptive nature, I can contribute to a dynamic work experience.

PROFESSIONAL EXPERIENCE

May - June 2022

ENGLISH TEACHER, SMA SWASTA HARAPAN MEKAR

July – September 2022

ENGLISH TEACHER, SMA SWASTA BUDI AGUNG

August – September 2023

ENGLISH TEACHER, SMA N 10 MEDAN

November 2022 – February 2024

ENGLISH TUTOR, SMP IT AL MUNADI

EDUCATION

SEPTEMBER 2024

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

- English Education Department
- GPA 3.75 (8th SEMESTER)

APRIL 2018

SMAN 16 MEDAN

- Science Major

APRIL 2015

SMPN 20 MEDAN

- Superior Class
- General Major

SKILLS

- ENGLISH (ACTIVE)
- PUBLIC SPEAKING
- MS OFFICE
- INTERPERSONAL SKILL

CERTIFICATION

- TOEFL (540)

AWARD

- 1st Place English Speech UMSU INTERNAL COMPETITION 2023