

Examining the implementation of Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT)

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Abstract

Implementing Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT) strategy enables students to connect concepts and real-life experiences on culture. This research aims to examine the implementation of Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT) strategy. This research applied pre-experimental design with a one-group pretest-posttest design. Teaching materials taught in this study are intrinsic and extrinsic elements in short stories and novels. Thirty-three Public Islamic Senior High School student in West Nusa Tenggara participated in this research. The results of the implementation test before and after treatment indicated a significant difference. The mean score of the learning outcomes before the treatment (pretest) was 51.45 and 76.82 on the posttest. This research implies the attainment of implementing Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT) strategy to the students of Islamic Senior High School.

Keywords:

Culturally Responsive Teaching Materials (CRTM); *Sasak* culture literature; cultural value; Culturally Responsive Teaching (CRT)

1 INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, chapter 1, article 1 expressly states that community-based education is the implementation of education based on the religious, social, cultural, aspirational, and potential characteristics of the community as an embodiment of education from, by, and for the community (Ministry of National Education of the Republic of Indonesia, 2003). Chapter 3, article 4, paragraph 1 concerning the principle of Organizing Education, it is stated that education is held in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and national plurality. This law is a strong basis for sustaining cultural values in Indonesia. The objectives of learning will be achieved optimally with the existence of a cultural, customary, and local wisdom approach that grows and develops in the community (Antweiler, 1998; Gay, 2002b, 2002a; Irvine, Armento, & Causey, 2001; Kee, 2003; Ritchie, 2014; Ana Maria Villegas & Lucas, 2007; Ana María Villegas & Lucas, 2002; Wlodkowski & Ginsberg, 1995).

Educational institutions have an essential role in teaching procedures for defining themselves in cultural diversity. Culturally Responsive Teaching (CRT) strategy is designed for integrating culture in students learning. Cultural wealth as a valuable asset is preserved, as an effort to preserve culture through education. Indeed education as an effort to inherit culture, preserve the noble values of the nation in realizing the formation of human character (Butts, 1955; Widodo, 2013). Based on data from *the Central Bureau of Statistics* (Badan Pusat Statistik, 2017), most *Sasak* tribes inhabit West Nusa Tenggara Province precisely on the island of Lombok. Lombok residents are influenced by two main cultural values, namely; (1) Islamic/Javanese cultural traditions (Budiwanti, 2000), and (2) Balinese cultural traditions (Marrison, 1999). Those who adhere to the values of Islamic teachings reach more than 95%, and those who adhere to the teachings of Balinese culture are in urban centers, such as Mataram, Cakranegara, Narmada, and other places in West Lombok and North Lombok in West Nusa Tenggara, Indonesia.

Literature learning plays an important role in internalizing cultural values. One component that was developed in the 2013 curriculum (K-13) from the Elementary School to Senior High School is culture. Each region has the authority to manage education in adapting, modifying, and contextually the curriculum following student culture so that responsive cultural learning as a learning innovation and students can learn according to their traditions in the social system (Muslich, 2011). In literary works contain cultural values that can be learned and imitated by students. Through literature learning, students are expected to be able to appreciate literature works, from the process of appreciation, arises the power of reason, critical power, and positive imagination of students.

In the 2013 Curriculum (K-2013), it emphasizes text-based learning, covering two main elements, namely the format of language and social context. The context of the situation encompasses the social context and cultural context of the speech community that is the text produced. According to Mahsun (2014), if we look at the types of texts taught and the distribution of texts based on their genres, it can be seen that the literature genre texts are well presented except their appearance is not at once. In Senior High School learning based on 2013 Curriculum, one of the basic competencies expected to be achieved by students of class XI is that students can analyze values (culture, social, moral, religion, and education). As support for learning, a book is needed. Ismawati (2012) revealed that books commonly found in schools include three types, namely (a) teacher handbook, (b) textbooks, and (c) reference books in the library. The book is functioning as teaching material. Teaching materials are a set of learning tools or tools that contain learning materials, methods, boundaries, and ways of evaluating systemically and interestingly designed to achieve the expected learning goals, namely achieving competence or sub-competence in all its complexity (Tomlinson, 2011).

The development of technology has assisted teaching materials is enormous in electronic form, but textbooks are still the most important teaching materials used in the classroom (Grant, 1987). The textbook continues to play its most important role that is the delivery of basic content information from a syllabus and the means of information in the class described in the form of text, illustrations, activities, descriptions, and drawings. The textbook is a syllabus transformation and description of the syllabus, which is the primary reference material in the teaching and learning process. Demographically, the daily lives of students are inseparable from the context of the values of the *Sasak* culture. That is, cultural values are inherent in students, especially students whose lives in the *Sasak* culture environment. Therefore, cultural values need to be expressed to be taught to students at school. The success of quality literature learning needs to be improved by paying attention and taking into account the availability of Culturally Responsive Teaching Materials (CRTM). If indeed designed and developed, the implementation of CRTM of *Sasak* culture literature using Culturally Responsive Teaching (CRT) strategy will be able to support the success of literature learning in general. For this reason, it is necessary to put forward Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture that make students independent learners.

2 LITERATURE REVIEW

Literature learning provides positive benefits to readers and connoisseurs of literature. Literature learning is significant because literature learning has many benefits, including helping language skills, increasing cultural knowledge, developing creativity and taste, and supporting the character building (Pater, Wilde, & Wells, 1991; Probst, 2004). Literature not only presents experience, knowledge, and awareness, but also entertainment because any literature that is composed honestly and truly always emits a pleasant signal (Miller, 2014). Besides giving pleasure, literature is also able to move emotions and the mindset of the reader to be positive.

2.1 Literature Learning in Senior High School

Policy changes affect curriculum regulations even though they are the same content. In line with this policy, the literature learning curriculum follows policies set by the government. The curriculum that has been in the spotlight for one year is the 2013 Curriculum (Nuh, 2013). The 2013 curriculum has its distinctiveness compared to the previous curriculum, which emphasizes text-based learning including two main elements, namely the format of the language and the context of the situation. The context of the situation encompasses the social context and cultural context of the speech community that is the text produced. Text in the 2013 curriculum is distinguished by literary texts and non-literature texts. Based on the 2013 Senior High School curriculum, Indonesian Language subjects consist of 14 texts, 6 literature texts and 8 non-literature texts. Thus, literature texts are 43% and non-literature texts are 57%. These literature texts include short stories, rhymes, reruns, films/dramas, historical stories, and novels.

Through text-based learning, students are required to actively observe, ask, reason, try, and communicate things related to the material to be studied. The text can also be used by educators to design high-quality teaching materials to instill cultural values. Every learning requires an assessment to find out the progress of learning, and it is used as a reference for the next learning process. Harsiati (2013) states that the objectives of the literature assessment include assessment of processes and results. The approach used is an authentic assessment by assessing readiness, process, and learning outcomes of planning improvement and enrichment programs (Frey, Schmitt, & Allen, 2012). Tests used in learning literature appreciation are in the form of tests or non-tests (Harsiati, 2013). Nurgiyantoro (2001) revealed that assessments examine literature using Bloom's taxonomy consists of memory, understanding, application, analysis, synthesis, and evaluative literature tests. Objectives assessment of the Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature is from memory level of literacy tests to literature analysis of the analysis level because it is adjusted to the intelligence level of Senior High School student.

Memory level literature tests are carried out by remembering concepts from short stories and novels. At the level of understanding, tests are carried out by solving or explaining the characteristics of the language used in short stories. At the application level, literature tests can be done by retelling short stories and novels in the form of oral narratives. At the level of analysis, literature tests are carried out by describing cultural values as quoted by quotations as evidence of answer support. The four levels of literature tests are responsive receptive revisions. This raises the opinion of Harsiati (2013) that responsive ability that accepts the ability to recognize, understand, analyze, compare, generalize, reflect, and support the available forms of literature content. These abilities include the use of language as a marker of literature works, characterization techniques, contents of meaningfulness, and the relevance of the current contents.

2.2 Culturally Responsive Teaching (CRT) Strategy

Culturally Responsive Teaching (CRT) strategy is a teaching process that utilizes the culture, language and life experiences of students (Gay, 2010). The development of responsive cultural classroom management is based on cultural responsibility, guidance and concern for diversity, knowledge of students' cultural background, social awareness, economic and political context, and ability as well as willingness to use class management strategies (Weinstein, Curran, & Tomlinson-Clarke, 2003; Weinstein, Tomlinson-Clarke, & Curran, 2004). All these aspects are in line with the culture and class commitment to building a culture-caring society. Culturally Responsive Teaching (CRT) aims to create an independent learning environment and responsible for personal self-awareness. This teaching focuses on activities by utilizing the environment and cooperation between students and teachers. As Gay (2002b) states that student experience can be used as a basis for developing academic knowledge and skills so that learning is more meaningful, has high attractiveness, and learning is easier and more comprehensive. Thus, students find out whether what they are learning affects their lives and future (Hanley & Noblit, 2009).

Based on the explanation above, Culturally Responsive Teaching (CRT) is teaching that utilizes the culture, language, and life experiences of students. In other words, Culturally Responsive Teaching (CRT) enables learning based on the background of students. Aceves and Orosco (2014) revealed that the components of responsive teaching of local culture are based on the background of students' cultural abilities including collaborative teaching, responsive feedback, modeling, and basic instructions. Collaborative teaching is a method of learning (instruction differentiation, peer teaching, reciprocal teaching) that involves intellectual effort (individual responsibility, tolerance, sharing, positive interdependence, interpersonal skills) between students and teachers. Collaborative learning methods involve students and teachers to share experiences and to learn together so that student involvement and motivation increases. In learning, the teacher provides a general introduction to the lesson and distributes learning tasks based on the students' academic abilities.

The Culturally Responsive Teaching strategy uses problem-based learning. This approach was chosen because this learning centered on students by looking at the cultural, linguistic, and experience of students. De Graaf and Kolmos (2003) explain that problems function as the basis for the learning process because the selection of problems determines the direction of the learning process so that learning is more in the formulation of questions than answers. The problem-based approach has several advantages including creating opportunities for students to observe objects, discuss problems openly, formulate questions, and develop solutions. By involving students to solve problems means developing the mindset of students thinking critically, increasing motivation to learn, and solving problems of daily life so that it becomes culturally responsive, when students can overcome problems related to issues of culture and language for improving their everyday life (Aceves & Orosco, 2014).

In culturally responsive classes, teachers provide opportunities for students related to activities in the classroom, encourage students to learn, and help students engage in activities. The teacher creates opportunities for students to make decisions about the content and form of instructions and support that students need to manage their learning. The teacher provides the same learning opportunities to all students. The teacher also responds, and the learning outcomes are focused on students' ideas, background knowledge, values, communication styles, and preferences. The teacher facilitates inter-student dialogue during discussions (Perso & Hayward, 2015). In culturally responsive teaching, the teacher must integrate the material and validate it by considering the students' culture, language, and racial identity. Teachers and students must review this material so that the reflection of learning is appropriate and is related to diversity in the class community. Therefore, the teacher must complete what is needed to provide material that reflects the culture, language, and life experience of students. According to Gay (2002a), CRT activities are carried out through activities performed by teachers and students including (1) preserving the analysis of textbooks, mass media, internet, literature sources, and personal narratives; (2) explore how the background and factors of the personal environment affect the author; (3) examining some images of a particular culture and interpreting events and experiences; (4) investigating how the sources of knowledge that influence affect teaching and learning; and (5) construct existing problems and situations from various sources with students' cultural knowledge and insights. The practice of cultural responsive teaching allows teachers and students to critically evaluate the materials and resources used for guidance, correct any mistakes, and validate a variety of history and life experiences of students.

2.3 Teaching Materials

Teaching materials are all forms of material used to help teachers or instructors in carrying out teaching and learning activities (Tomlinson, 2011). Materials or subject matter are arranged systematically and display competencies that students will master in the learning process. Kusdiyanti (2011) suggests teaching materials are a set of materials that are arranged systematically to create an atmosphere that allows the subject to be taught. Teaching materials are supporting the activities of teachers and students in the learning process. Formulation of teaching materials refers to the 2013 curriculum improvement. Preparing teaching materials refers to the curriculum by adjusting the development of students, students' character, and students' social environment. The companion of teaching materials in addition to the textbooks have been provided at school. Preparing teaching materials also aim to simplify learning.

The benefits of teaching materials include showing learning innovations, interest, expression activities, learning motivation, practical exercises and assignments, and means of evaluation (Greene & Petty, 1975). The function of teaching materials is presenting materials or means of evaluation that can motivate students and present learning according to the needs of students. Teaching materials according to the Ministry of National Education (2008) consist of four categories based on technology demand. Printed teaching materials are presented in the form of paper used for learning activities such as handouts, books, modules, and student worksheet, brochures, leaflets, wall charts, and photos or pictures. The category of listening teaching material (audio) is a system that uses live audio that can be played or heard by a person or group of people such as CDs, radios, and compact audio disc audio disks (Tomlinson, 2011). The listening material category (audio visual) is anything that allows audio signals to be combined with motion pictures such as compact disk videos and films. The interactive multimedia teaching material category is a combination of two or more media (audio, text, graphics, images, animation, and video) such as computer assisted instruction (CAI), interactive compact disk (CD) multimedia learning, and materials web based learning material.

2.4 The Values of Sasak Culture

The *Sasak* is the name of one of the tribes that inhabit the island of Lombok, West Nusa Tenggara, Indonesia. The formation of the identity of the *Sasak* community is next as the results of the research of several people, Budiwanti (2000) emphasized the study of religious history from the *Sasak* community. There was an expansion of the *Sasak* identity not only connected to the indigenous inhabitants of Lombok but also immigrants or mixed blood also called *Sasak* people. Zakaria (1998) researched *Sasak* ethnicity revealing that *Sasak* includes both indigenous and nonindigenous migrants.

Zakaria (1998) argues that Lombok's cultural values are influenced by two main streams namely the Islamic cultural tradition (Javanese) and Balinese cultural traditions. The *Sasak* generally use polite and plural language. This is by the kinship system; there was a group of nobles called *Permenaq*, with the *Raden* title (highest nobility) and then middle aristocrats and groups of people commonly called *Jajar Karang* or *Kawula* (Marrison, 1999). Traditional wisdom or *Sasak* ethnic culture, as well as other ethnic groups in Indonesia, adheres to the values believed by the people as a form of identity or the *Sasak* ethnic identity as a whole.

3 METHOD

This study applied a Pre-experimental Design with the design type One-Group Pretest-Posttest Design by observing the data before and after treatment (Fraenkel & Wallen, 2009). This experimental research aims to examine the Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT) on student learning outcomes. The responsive teaching materials are in the form of short stories and novels by considering the cultural, social, moral, religious, and educational values. The design of the research is presented in Table 1 below.

Table 1. The one-group pretest-posttest design

O	X	O
Pretest	Treatment	Posttest

3.1 Participants

The participants in this study are class XI students of one public Islamic Senior High School located in Mataram, West Nusa Tenggara, Indonesia. Thirty-three students were selected purposively by taking into account the conditions and class equality. This research was conducted in semester 2 (two) of the 2018/2019 academic year.

3.2 Procedure

Students were give literature learning treatment using responsive teaching materials of *Sasak* culture literature. The treatment was carried out for eight meetings. In implementing the treatment, students attended learning using responsive teaching materials of *Sasak* culture literature. The eight stages consists of building elements in short stories, linguistic structure and rules of short story texts, values in short stories, writing short stories, elements builders in novels, write novels, systematic reviews of novels, and linguistic texts of novels. All students attended learning activities at each meeting. Before starting the activity, students were given literature texts to read. What's more, students follow the stages in learning activities in accordance with the instructions of teaching materials.

3.2.1 The first meeting

The first meeting, students read the short stories on the *Old Fishermen*. At this stage, students identified and analyzed the building blocks of short stories including intrinsic elements and extrinsic elements. In this activity, students were guided to answer questions that have been partially filled in the student learning book. Unanswered questions, students were guided to complete the answers. The advantage of this learning activity is the selection of short story texts. Short stories are presented with environmental backgrounds of students and problems in the student area, making it easier for students to understand the contents of the short story and increase students' knowledge and experience.

3.2.2 The second meeting

Students analyzed the language structure and rules of the short story text in the second meeting. Students read the text of the short story on *Bird* to understand the language structure and rules of the short story text.

3.2.3 The third meeting

In the next stage, students were presented with the text of the short story *Sledge* to carry out guided training activities and independent assignments. In the third meeting, students were re-assigned to read the text of the short story on the *Old Fisherman*. At this stage, students carried out activities to analyze the values in the short story.

3.2.4 The fourth meeting

In this stage, students constructed a short story by paying attention to the building elements and editing the short story text.

3.2.5 The fifth meeting

The fifth meeting, this stage students identify and analyze the building elements of the novel. Activities carried out by students by reading novel excerpts that are available in students' learning books; then students carry out guided training activities by completing the questions that are available in the text.

3.2.6 The sixth meeting

The next stage, students are given independent assignments to test students' understanding of the building elements in the novel. The selection of novels, in this case, is a novel that has the value of *Sasak* culture so that students get the knowledge and experience from reading and doing these activities. In this stage, students were assigned to write novels or produce novels. Students were assigned to understand first the novel building elements to start designing the novel. Before students

produce novels, students were assigned to design characterizations or figures, design themes, design grooves. The point is to understand the intrinsic and extrinsic elements in the novel before starting to design the novel. The novel language rules need to be known by students so that the use of language is by the novel character to be produced.

3.2.7 The seventh meeting

In the seventh meeting, students were presented about the novel reviewer. Both from systematics, the language in the preparation of novel reviews. In this activity, novel reviews are used under the characteristics of students in Senior High School who are required by moral, social, cultural, religious and educational values.

3.2.8 The eight meeting

In this stage, the learning objectives achieved is writing a novel review. Students were assigned to read novels, after reading the student reviews the novel. The selection of novels has been determined, namely novels that contain the value of *Sasak* culture. In this stage, students are expected to be able to explore life in the novel and provide knowledge and experience about *Sasak* culture. At the end of the meeting, students were given a multiple choice and essay questions. The whole question amounts to 14 (fourteen) questions, 10 (ten) multiple choice questions, and 4 (four) essay questions.

3.3 Data Analysis

The researchers mapped the learning process during the treatment by providing the learning process matrix. To find out the accuracy of the analysis, normality tests and different tests were carried out using the SPSS 22 program. Data normality test was carried out using the One-Sample Kolmogorof-Smirnov Test to determine the normal distribution of data and determine the different test techniques used (Hinton, McMurray, & Brownlow, 2014). The researchers then continued the analysis by examining the effectiveness of the data with the Paired T-Test Sample. Paired T-Test samples are the same subject, but experienced different treatments (Fraenkel & Wallen, 2009; Hinton et al., 2014).

4 RESULTS

After conducting the treatment, the researchers presented the matrix of learning process during the treatment. The matrix describes the learning process on the implementation of Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT) for Public Islamic Senior High School student. Also, the matrix also provides the significance of implementing literature materials based on the curriculum to support the evaluation of the teaching materials and teacher teaching strategy. Table 2 below indicates that there is an increase in the results of implementing the Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture using Culturally Responsive Teaching (CRT) strategy. The details of the matrix are presented in Table 2 below.

Table 2. Matrix of the learning process on CRTM of *Sasak* culture literature using CRT

No	Material Substance	Teacher Instruction	<i>Sasak</i> Cultural Value	Competency
1.	The elements of developing a short story	a. Students read short story texts b. Students analyze short story texts.	a. Compliance value b. Responsibility Value c. Mutual value of cooperation and togetherness d. Love value e. Intelligence Value f. Cheer value	a. Students know the behavior of leaders, mandates, values that apply to <i>Sasak</i> culture b. Students can identify intrinsic and extrinsic elements of short story text c. Students can analyze the intrinsic and extrinsic elements of short stories
2.	The linguistics structure and grammar of short story text	a. Determine the short story text structure b. Analyze linguistic text of short stories c. Describe the figurative meaning in short story text	a. Compliance value b. Courage value c. Dexterity value d. Love value e. Skill value f. Agility value g. Responsibility value h. Togetherness value	a. Students can determine the text structure of short stories b. Students should analyze the text of short cherry language c. Students can describe the figurative meaning in short story texts
3.	Cultural values in short story texts	a. Identify values in short stories b. Linking values in short stories to current life	a. Compliance value b. Love value c. Responsibility value d. Skill value e. Intelligence value f. Entertainment value	a. Students can identify values in short stories b. Students can associate values in short story stories with current life
4.	Builder elements in the novel	a. Find building elements in the novel b. Presenting the text structure in the novel c. Understanding novel language rules	a. Compliance value b. Courage value c. Dexterity value d. Love value e. Skill value f. Agility value g. Responsibility value h. Togetherness value	a. Students can find building elements in the novel b. Students can present the structure of the text in the novel c. c. Students must understand the rules of language in the novel
5.	Novel review	a. Understand the contents and systematics of novel writing b. Arrange novel reviews c. Analyze language in a novel reviewer	a. Compliance value b. Love value c. Responsibility value d. Skill value e. Intelligence value f. Entertainment value	a. Students can understand the contents and systematics of novel writing b. Students can compile novel reviews c. Students can analyze language in a novel reviewer

To find out the accuracy of the analysis, normality tests and different tests were carried out using the SPSS 22 program. Data normality test was carried out using the One-Sample Kolmogorof-Smirnov Test to determine the normal distribution of the data and determine the different test techniques used. Table 3 below presents the normality test of the data from the score of learning outcomes after implementing the CRTM of *Sasak* culture literature using CRT strategy.

Table 3. Normality test

One-Sample Kolmogorov-Smirnov Test			
		Pretest	Posttest
N		33	33
Normal Parametre ^{a,b}	Mean	51.4545	76.8182
	Std. Deviation	14.16000	6.71498
Most Extreme Differences	Absolute	.103	.115
	Positive	.084	.081
	Negative	-.103	-.115
Test Statistic		.103	.115
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors significance correction.			
d. This is a lower bound of the true significance.			

Table 3 above indicates that the data (pretest and posttest) have normal data distribution. The next analysis is examining the effectiveness of Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT) strategy by performing the Paired T-Test Sample. The results of the Paired T-Test Sample is presented in Table 4 below.

Table 4. Paired T-Test Sample

Paired Samples Statistics							
		Mean	N	Std. Deviation	Std. Error Mean		
Pair 1	Pretest	51.45	33	14.16	2.46		
	Posttest	76.82	33	6.71	1.17		
Paired Samples Correlations							
		N	Correlation		Sig.		
Pair 1	Pretest & Posttest	33	.66		.000		
Paired Samples Test							
		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower	Upper	
Pair 1	Pretest - Posttest	-25.36	10.97	1.91	-29.25	-21.47	-13.28 32 .000

Table 4 above performed the statistical results of different test results of teaching materials before and after implementing Culturally Responsive Teaching Materials (CRTM) using Culturally Responsive Teaching. The tests showed $t = -13.28$ with a significance value of less than 0.05. Thus, it can be concluded that there are significant differences in the scores before and after the treatment. The posttest mean score is higher than the pretest with the mean difference of 25.36. The posttest mean score was 76.82 with Standard Deviation (SD) of 6.71 while the pretest mean score was 51.45 with SD was 14.16. The test indicates that there was an increase in students' scores in literature learning after implementing the CRTM of *Sasak* culture using CRT.

5 DISCUSSIONS

Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature consists of 3 (three) chapters. Firstly, understanding local cultural heritage in short stories. Secondly, enjoying cultural values in novels. Thirdly, cultivating novel review. Chapter 1 "*Know the Local Cultural Heritage in the Short Story*" is expected to guide students to know the local cultural heritage in the short story. The subject matter is about the building blocks of short stories, the structure, and rules of the language of short stories, values in short stories, and writing short stories. In the learning process, the short story text used contains the values of *Sasak* culture, including short stories of *Old Fishermen*.

The short story selection is based on suggestions and comments from the teaching materials expert. Thus, in every process of learning literature using responsive teaching materials is inseparable from the content of *Sasak* cultural values. Chapter 2 "*Enjoying Cultural Values in a Novel*," the teaching materials in the second chapter is the building elements in the novel, the interpretation of elements of the novel text, abstracting and converting novel texts, and producing novels. The selection of the three novels is based on the novel includes criteria for literary works that contain the values of a *Sasak* culture. Chapter 3 "*Cultivating Novel Review*," teaching material in the third chapter is a systematic review of novels, compiling novels, language reviewer novel, and constructing novels.

Each chapter in the teaching materials consists of building context, studying the model, guided practice, and independent performance. Culturally Responsive Teaching Materials (CRTM) refers to the revised 2013 curriculum (K-13). The selection of necessary competencies relate to relevance to the learning objectives to implement. Texts of literary work in literature teaching materials are the work of local writers (Lombok), West Nusa Tenggara, Indonesia which contain the values of the Sasak culture. The selection of literary texts in the development of teaching materials includes the values of *Sasak* culture, both in short and novel texts.

Good texts require the text coherence interactions, background knowledge, and understanding of the learning from text (McNamara, Kintsch, Songer, & Kintsch, 1996). Background knowledge in the activities during the treatment process enables students to understand the intrinsic elements of short story and novel related to students' knowledge of what intrinsic elements contained in a short story and novel text. Knowledge on text elements is related to the definition of understanding writing intrinsic elements of short stories and novels. The active meaning search is intended to find the meaning of cultural values internalized in the intrinsic elements of short stories and novels.

The superiority of Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature lies in the content of the values contained in short stories and novels in the form of materials, examples, exercises, evaluations, and activities in each teaching materials. The teaching materials developed is not monotonous in theory alone, but rather involves the activity of students. This is characterized by the stages of learning activities that activate students in learning, start reading texts, guided exercises, and independent assignments. This teaching materials are equipped with several things that can add to the students' knowledge. After being given an example and exposure to the materials, training and evaluation are then presented. Exercise is used to find out and sharpen students' abilities in understanding the materials. Students are expected to know and implement the values of the Sasak culture in real life. The values of the *Sasak* culture that are displayed are social values, namely kinship, and friendship (Marrison, 1999).

The results of field tests conducted in one of the Public Islamic Senior High School student in West Nusa Tenggara showed responses that contained the values of the Sasak culture. The values include values of obedience, courage, dexterity, affection, skills, agility, responsibility, and togetherness. Overall these values are relevant to the values in *Sasak* culture, namely true, obedient, diligent, uplifting, creative, friendly, proficient, earnest, love dear, take note, participatory, and smart (Marrison, 1999). By implementing the Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature, learning tends to be active, innovative, and fun because students are directly involved in each learning activity. Learning becomes more meaningful because short stories and novels are under the cultural background of students and produce short stories and novels that contain the values of the Sasak culture. As a long-term influence, this teaching materials is a guide for students not only learning about literature but also learning about the Sasak culture.

6 CONCUSSION

The results of this research indicate the effectiveness of implementing Culturally Responsive Teaching Materials (CRTM) of *Sasak* culture literature using Culturally Responsive Teaching (CRT). Mean score of learning outcomes before treatment (pretest) is 51.45 and 76.82 after treatment (posttest). This research indicates that there is an increase in literacy learning outcomes after implementing the CRTM of *Sasak* culture literature using CRT. The values of the *Sasak* culture are inherent and exist in the student environment. The process of literature learning can be done with various strategies, such as incorporating the values of the relevant *Sasak* culture into the content of literature learning material. The integration of the values of *Sasak* culture into literature learning in one of the Public Islamic Senior High School of West Nusa Tenggara, Indonesia becomes easier because of the characteristics of the *Sasak* culture that are inherent in students. Language and Literature teachers are recommended to apply literature learning that is integrated with the values of *Sasak* culture based on the syntax of specific learning models that are under the characteristics of literature learning. Also, further research is needed to find out the effects of learning that are integrated with the values of *Sasak* culture on other aspects, such as students' metacognitive skills and attitudes.

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