

The Influence of the CTL Model Using Amba's Mpa'a Strategy On Improving Students' Speaking Abilities and Local Cultural Literacy

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Abstract

This study uses a quantitative approach with a quasi-experimental design model, Pretest-posttest control group design. It was conducted with eighth-grade students at SMPN 1 Ambalawi, with 25 students in the experimental class and 26 students in the control class. The research instruments included a Speaking Test, Local Culture Literacy Test, Observation Sheet, and Interview Questionnaire. The data were analyzed from the Speaking, Local Culture Literacy, and Observation assessments. The validation results indicate that the learning materials and evaluation instruments meet the required standards and are recommended for implementation. The integration of local culture into the learning process received high appreciation, indicating that the culturally-based approach is highly effective in improving students' skills. This study suggests that the use of CTL with the Mpa'a Amba strategy is effective in improving students' English speaking skills, although local culture literacy still requires more time and effort to be fully understood and applied.

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1. INTRODUCTION

Education is essentially present to help individuals develop their human potential (Yusyac et al., 2021). Language learning emphasizes four main skills, one of which is speaking skills (*speaking*). Speaking ability depends not only on vocabulary and language structure, but also on the use of language that is appropriate to the social and cultural context (Ministry of Education, Culture, Research, and Technology, 2022). So that they can convey ideas, exchange information, and communicate effectively (Giroux, 2019). Speaking skills and local cultural literacy are two important competencies in 21st century education that are in line with Asta Cita 5, namely superior human resources and SDGs 4-7 regarding inclusive and culturally relevant education (Kompasiana; 2025; Kurniasih & Sani; 2019). Speaking skills not only help students express themselves effectively, but also serve as a key indicator of global communication skills (Pratiwi & Rohmadi; 2021). Meanwhile, the importance of strengthening local cultural literacy in education is further emphasized in the Independent Curriculum, which prioritizes the formation of a Pancasila Student Profile, including the dimensions of global diversity and mutual cooperation (Yusyac et al., 2021). Local cultural literacy enables students to understand and appreciate their own cultural values, which form the basis for developing national character. (Ritonga & Azis, 2021). Local cultural literacy not only includes knowledge about

culture, but also the ability to understand, appreciate, and apply local values in everyday life (Primary, 2021) In this context, education is required to focus not only on cognitive aspects, but also on affective and cultural aspects as a whole in producing individuals with character and culture.

Various previous studies have revealed that the ability of *speaking of* Indonesian students, especially in the context of foreign language learning or in formal forums, are still relatively low (Mulyaningsi et al., 2021) This problem is exacerbated by the lack of a contextual learning approach that integrates local culture (Jubhari et al., 2022; Amirulmukminin & Aprianti, 2019). A similar thing was also found in local cultural literacy skills, where the majority of students were not yet able to identify local cultural values in the texts they studied (Aulia, 2013; Yani, 2023). This low level of competence indicates that the development of students' character and identity in formal education is not optimal, even though this is part of the effort to realize the SDGs and Asta Cita 6 (national culture and personality). Data shows that only 35% of high school students are able to recognize cultural values in the local texts they study (Satriawan, 2020). In addition, the survey stated that 67% of teachers still use teaching materials that are not contextual to the local culture of students (Supriyatmoko & Widayati, 2023) This gap is exacerbated by the lack of teacher training in integrating local culture into the curriculum, resulting in students being more familiar with global culture than with their own local culture (Suprianto & Yani, 2024). Efforts that have been made, such as regional text-based learning or cultural projects, have not shown significant results in improving student abilities.

If this situation continues, education will become merely a transfer of knowledge and a routine for completing administrative tasks, and it risks producing a generation disconnected from its cultural roots, threatening cultural resilience and national education goals. One solution to address this problem is the model of *Contextual Teaching and Learning* (CTL), which has been proven to be able to link learning to the context of students' real lives (Nurfidah, 2022). CTL is a learning approach that links subject matter to children's real lives (Nurdin, 2021), thus making learning more meaningful (Yani & Khairunnisah, 2023). The CTL model can not only improve speaking skills but also encourage the understanding of local values when local strategies are used. One innovative approach that can be combined with CTL is the Mpa'a Amba strategy, a traditional Bima method that emphasizes the oral delivery of messages and cultural values in the form of local narratives (Yani, 2022), which is very popular among children of compulsory school age (Halawa & Harefa, 2024). In the process, Mpa'a Amba is carried out using storytelling and dialogue methods that live in Bima society, carried out by elementary and junior high school children about buying and selling transactions. This strategy integrates local cultural elements such as wisdom, history, and folklore into the learning process. Traditional games are a form of play activity carried out for entertainment, education, or socialization, often using simple media or tools, and have become part of local culture (Habibi & Kusdarini, 2020; Suprianto & Yani, 2024). The integration of the Mpa'a Amba strategy in CTL can provide space for students to improve their speaking skills naturally, demonstrate their knowledge in a real and meaningful way, while strengthening their cultural identity, in an interesting and easy-to-understand manner, as well as encouraging self-confidence and respect for students' local values. Therefore, this study is important to empirically determine the effect of the CTL model with the Mpa'a Amba strategy on students' speaking skills of *speaking* and students' local cultural literacy.

2. RESEARCH METHODS

This research uses a quantitative approach with quasi-experimental model design of *Pretest-posttest control group design*. The research was conducted in two classes that had

similar characteristics: One class as an experimental group that received learning using model *Contextual Teaching and Learning* (CTL) with the Mpa'a Amba strategy, and one class as a control group taught using a conventional approach. This research was conducted on eighth grade students of SMPN 1 Ambalawi with 25 students in the experimental class and 26 students in the control class. This research is divided into 5 stages, namely: First stage: Preparation, Second stage: Implementation, Third stage: Evaluation, Fourth stage: Data Analysis and Interpretation and Fifth stage: Reporting. The instruments used in this study include: Tests *Speaking*, Local Cultural Literacy Test, Observation Sheet and Interview Questionnaire.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Student Assessment Data Results

The data analyzed comes from the assessment of *Speaking*, Cultural Literacy, and Observations given to several students. Each domain consists of several indicators which are added up to a total speaking, total cultural literacy, total observations, and total overall score.

Table 1. Student assessment data table.

Category	Minimum Value	Maximum Value	Rate Rate (\pm)
Total <i>Speaking</i>	11	18	14,0
Total Cultural Literacy	3	12	6,4
Total Observations	6	12	8,0
Total Shoes	25	31	28,2

Based on the table above *Speaking* occupies the highest position, indicating a relatively good mastery of speaking skills, then Cultural Literacy has the lowest average, indicating the need to strengthen the understanding and application of local cultural values and Observation is at an intermediate level. Most students have a total score in the range of 27–30, then no outlier with $z\text{-score} > \pm 2$ and a relatively normal distribution indicates that there are no extreme differences among students, so there is a clear positive relationship between the speaking scores and the total scores for cultural literacy and observation showed a more moderate positive pattern.

3.2. Device Validation Data Results

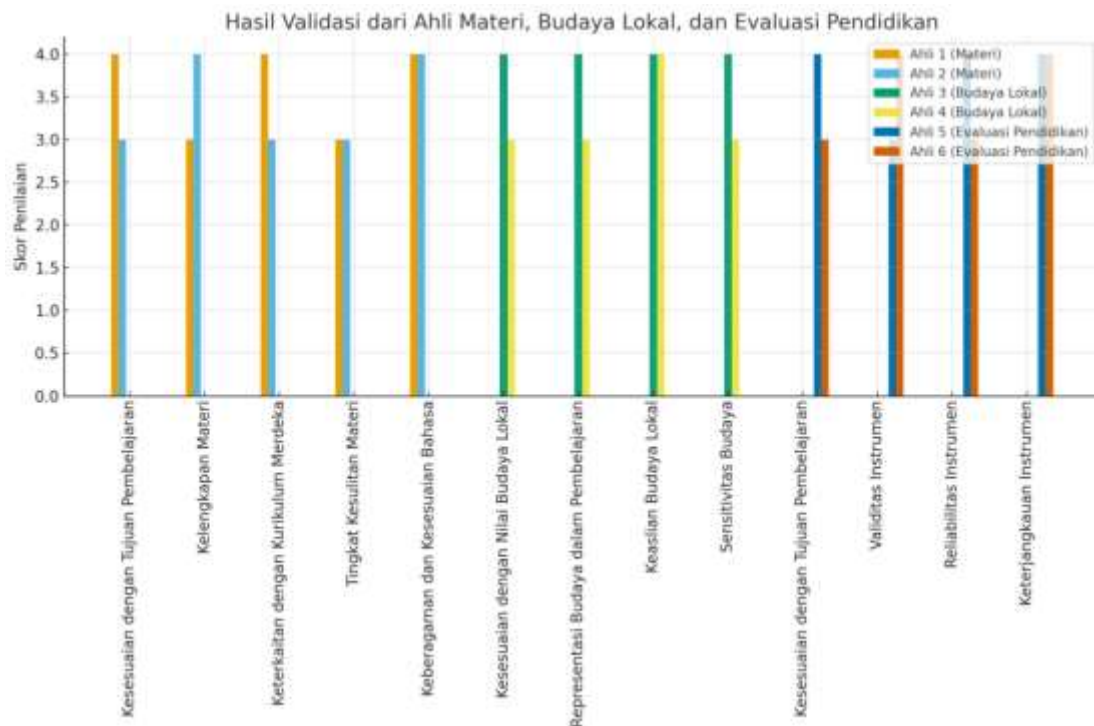


Figure 1. Validation Results by 3 Experts (Material, Culture & Evaluation)

Based on the results of Figure 1. the validation results by material experts (2 people), local culture experts (2 people), and education evaluation experts (2 people), namely:

- Subject Matter Expert:
 - ✓ Expert 1 (Material) and Expert 2 (Material) gave very good scores on most aspects of the assessment, with the highest scores on diversity and appropriateness of language, which indicates that the material is very good and easy for students to understand.
 - ✓ Scores for the level of difficulty of the material varied slightly, but were still within acceptable limits for eighth grade students.
- Local Cultural Expert:
 - ✓ Expert 3 (Local Culture) and Expert 4 (Local Culture) gave high scores on the aspects of cultural representation in learning and the authenticity of local culture, which shows that Bima local culture is well integrated into the learning materials.
 - ✓ Scores on cultural sensitivity were also high, indicating that this material is highly sensitive to local cultural diversity.
- Educational Evaluation Expert:
 - ✓ Expert 5 (Educational Evaluation) and Expert 6 (Educational Evaluation) gave a very positive assessment of the validity and reliability of the evaluation instrument, which indicates that the instrument used to measure speaking skills and local cultural literacy is appropriate and reliable.
 - ✓ The affordability aspect of the instrument is also very good, which shows that this instrument is easy to understand and apply.

Based on the validation results, the learning materials and evaluation instruments met the desired standards and were recommended for implementation. The integration of local culture into learning was highly appreciated, demonstrating that a culture-

based approach is highly effective in improving student skills. The evaluation instruments used were also valid and reliable, providing a clear picture of student improvement in speaking skills and understanding of local culture.

3.3. Discussion

3.3.1. Ability *Speaking*

The analysis results confirmed that speaking was the students' primary strength. The average score of 14.0 was the highest, while multiple regression showed the largest unique contribution to *Total Shoes*. Strong positive correlation between Total *Speaking*. The Total Score highlights the importance of speaking skills. Fluency and pronunciation are quite good, but vocabulary still needs strengthening. The recommended approach includes gradual vocabulary practice, fluency drilling, and structured feedback to further improve results.

3.3.2. Cultural Literacy

Cultural Literacy was the domain with the lowest average score, at around 6.4. The application of local cultural values and awareness items showed a relatively low item-total correlation, indicating that students had not yet fully internalized these cultural values. However, multiple regression showed a significant unique contribution to the Total Score. This means that any improvement in Cultural Literacy will have a significant impact on the final outcome. Recommended strategies include local wisdom-based projects, field studies, and written reflections that connect cultural values to everyday life.

3.3.3. Observation

The average observation score was in the middle range (around 8.0). Conversational engagement and technology use were relatively good, while local cultural creativity still needs to be encouraged. Correlation and multiple regression showed a moderate positive relationship with the total score. To improve performance, teachers are advised to prepare creative idea templates, cultural works exhibitions, and micro-tutorials for creating local culture-based media.

3.3.4. Distribution and Reliability

The homogenous distribution of Total Scores (25–31) and a skewness value approaching zero indicate a nearly normal distribution, indicating equitable achievement. The instrument's reliability, based on Cronbach's alpha, shows the Speaking subscale is the most consistent, while Cultural Literacy and Observation are quite good. This indicates that the instrument is capable of measuring competency quite reliably, but items with low correlations still need revision to improve measurement accuracy.

3.3.5. Learning Implications

These results confirm that increased ability of *Speaking* will have the greatest impact on the Total Score. However, Cultural Literacy, despite its low average, is an equally important area, as any improvement will significantly contribute to the final score. Teachers are encouraged to design project-based learning that integrates local culture and differentiated learning to help students whose scores are still below average.

4. CONCLUSION

This study aims to measure the influence of the CTL model with the Mpa'a Amba strategy on speaking skills (*speaking*) and local cultural literacy of students in class VIII

of SMPN 1 Ambalawi. Based on the results of data analysis of *pretest* and *posttest*, it can be concluded that:

4.1. Speaking Skills (*Speaking*):

The experimental group using CTL with the Mpa'a Amba strategy showed significant improvement in English speaking skills. This demonstrates that local culture-based learning can boost students' confidence and speaking abilities.

4.2. Local Cultural Literacy:

Despite improvements in the experimental group, changes in local cultural literacy were not statistically significant. This suggests that while a local culture-based approach makes a positive contribution, learning about local culture requires a more in-depth approach and more time.

4.3. Control Group:

The control group using conventional lecture and practice methods also showed improvement, but the differences were not significant. This indicates that conventional methods are less effective in improving speaking skills and local cultural literacy than the more contextual approach used in the experimental group.

Overall, this study indicates that the use of CTL with the Mpa'a Amba strategy is an effective approach in improving students' English speaking skills, but local cultural literacy still requires more time and effort to be fully understood and implemented.

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It is hoped that the results of this research will be useful in developing local culture-based English language learning and become a reference for further research in the future.

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