



Teaching writing by local culture contextual-based Approach

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Abstract: Writing is one of communicative act that it is a process of expressing ideas, opinions, and ideas. It will be produced in some sequences of sentence by using graphic symbols. Writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting and writing. The method that the researcher employed in this research was quasi-experimental design. The data were analyzed by using quantitative approach. Apply two groups pre-test, post-test, namely experimental and control groups. The objective of the research is to find out whether or not the use of local culture contextual -based approach can improve the writing ability to the Second Semester Students of English Education Department of Muhammadiyah University of Parepare. It was proved by the difference between pretest and posttest result in experimental and control class. While, the result of the t-test in posttest was 3.380 and the t-table was 2.024. It showed that t-test value was greater than t-table value. Learning through a local culture-based approach is able to improve students' writing skills because based on the data found, students seem interested in the learning being carried out. several influencing factors are: (1) students feel this learning is very close to them because it raises the culture around them. (2) The involvement of students is increased considering that the presentation of text learning presented in learning is very closely related to local events, environment, norms and culture. (3) Students understand important themes and issues that are connected to their own knowledge and experiences.

Keywords: *Writing Ability, Local Culture, contextual-Based*

Introduction

The objective of the teaching of English in Indonesia is mainly to enable the students to use English for communication both in oral and written forms. Based on the English Competence Based Curriculum (2000), the students are expected to have a good capability in listening, speaking, reading and writing.

English as a foreign language involves four language skills, such as listening, speaking, reading and writing. Willis (1981)said that speaking and writing are productive skills, while listening and reading are receptive skills. These four language skills can be developed from four language components or it is usually called as sub skills, they

are; structure, vocabulary, spelling, and pronunciation. In this research, there searcher's attention is focused on the English writing competence.

Writing as a language production is considered as a difficult subject for students. Usually students have many ideas and experiences but they can not explain or describe them into a written form. Meanwhile, Willis (1981) stated that most of English foreign language students have to write at list at first. Even more terrifying is the low interest in writing students, this is reinforced by a statement from (Widodo et al., 2020) which says that the factors that cause difficulties in writing papers include low reading interest, unclear writing instructions, student

curiosity low, and low student motivation in writing. From these scientific facts, researchers are challenged to be part of the solution to the problems that arise above.

The process of writing is difficult activities for students to develop and learn, especially in English foreign language context, where exposure to English is limited to a few hours per week. Students in learning English composition either as a second or foreign language, struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics.

Moreover, Richards (2003) stated that there is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. This skill involved in writing is highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower-level skills of spelling, punctuation, wordchoice, and soon. The difficulty becomes even more serious if their language proficiency is weak.

Regarding to a Chinese proverb by Confusius who said "when I hear, I forget, when I see, I remember, when I do, I understand", a learning process needs to involve as many as possible of senses learning modality. Goldin-Meadow & Brentari (2015) said that learning experts call the senses modality (ears, eyes, nose, tongue, and skin) which can help the students study the language faster.

Hernawan, Permasih, & Dewi (2008) assumes that the more modalities involved in learning, the more competencies obtained by the students among of the recognitive, skill and attitude. In addition, Wong (2009) states that the use of more than one sensory channel to process information can create a stronger imprint or impression of the information in memory, therefore, recalling information often occurs more rapidly and accurately. All the senses explains by the expert above will include when the students are taught through local culture approach because the culture happens on themselves.

Based on the description and explanation above, the researcher believes that local culture material maybe applied in the teaching of writing since it can be used as a guide to help students to write narrative essay. Alternatively, the researcher believes that using local culture contextual-based approach is effective and applicable for the Second Semester Students of English Education Department of Muhammadiyah University of Parepare since it

may encourage the students to express their ideas, opinions, and thoughts on to paper.

The researcher problem is formulated in the following question:

1. Is the use of local culture contextual -based approach can improving the writing ability to the Second Semester Students of English Department of Muhammadiyah University of Parepare?
2. How is the effectiveness of using local culture contextual -based approach in improving the writing skill to the second semester students of English Department Students at Muhammadiyah University of Parepare?

Based on the problem statement above, the objective of the research is:

To find out whether or not the use of local culture contextual -based approach can improve the writing ability to the Second Semester Students' of English Education Department Of Muhammadiyah University of Parepare

Method

The method that the researcher employed in this research was quasi-experimental design. The data were analyzed by using quantitative approach. Apply two groups, pre-test, post-test, namely experimental and control groups. The researcher was formulated in the following figure:

$$\begin{array}{r} E = O1 \quad X_1 \quad O2 \\ C = \quad O1 \quad X_2 \quad O2 \end{array}$$

Where :

- E = Experimental Group
- C = Control Group
- O1 = The result of students' pre-test
- O2 = The result of students' post-test
- X₁ = Treatment for experimental group
- X₂ = Treatment for control group

(Gay et al., 2012)

Result and Discussion

A. Experimental Class

Before treatment in the experimental class, researchers conducted pre-tests to determine student performance in writing. Researchers then applied local culture contextual-based approach s when writing classes for the four sessions. In all sessions after treatment was given, researchers performed a post-test to determine a comparison between the scores of students before and after treatment using a local culture contextual-based approach.

Table 1: Students' classification in Experimental class for Pre-test and Post-test

No	Classification	Score	Pretest		Posttest	
			F	%	F	%
1	Very Good	86-100	-	-	3	25%
2	Good	71-85	-	-	6	50%
3	Fair	56-70	2	16,6%	3	25%
4	Poor	41-55	4	33,3%	-	-
5	Very Poor	<40	6	50%	-	-
Total			1	100%	1	100%
			2		2	

Table 1 showed that in the pre-test for the experimental class, none of the students

B. Control Class

Before administering the treatment in the control class, the researcher gave a pretest to determine the student's achievement in writing. After that, the researcher used a textbook in teaching writing for four meetings

After administering the treatment, the researcher gave a posttest to determine the comparison between students' scores before and after administering the treatment by using the textbook

Table 2: Students' classification in Control class for Pre-test and Post-test

No	Classification	Score	Pretest		Posttest	
			F	%	F	%
1	Very Good	86-100	-	-	-	-
2	Good	71-85	-	-	1	8,3%
3	Fair	56-70	3	25%	2	16,7%
4	Poor	41-55	3	25%	7	58,3%
5	Very Poor	<40	6	50%	2	16,7%
Total			1	100%	1	100%
			2		2	

Table 2 showed that, in the pre-test for the control class, none of the students (0%) were classified as very good and good. 3 students' (25%) were classified as fair, and 3 students (25%) were classified as poor. 6 students' (50%) were classified as very poor. After administering the treatment, the student's achievement in writing was also increased.

In the post-test for the control class, none of the students (0%) were classified as very good, 1

(0%) were classified as very good and good, 2 students (16,6%) were classified as fair, 4 students (33,3%) were classified as poor and 6 students (50%) were classified as very poor. After administering the treatment, the student's achievement in writing was increased.

In the post-test for experimental, 3 of them (25%) were classified as very good, 6 students (50%) were classified as good, 3 students (25%) were classified as fair, and none of them (0%) was classified as poor, and none of them (0%) were classified as very poor. This indicated that through local culture contextual-based approach improved the students' achievement in writing

student' (8,3%) was classified as Good, 2 students (16,7%) were classified as fair, 7 students (58,3%) were classified as poor, and 2 students (16,7%) of students (0%) were classified as very Poor.

Even though both classes showed improvement, students in the experimental class showed higher improvement rather than those in the control class. This indicated that the local culture's contextual-based approach significantly improved students' writing achievement.

a. The mean score and standard deviation in experimental class and control class for Pretest and Posttest.

The result of the students' pretest and posttest, after calculating the mean score and standard deviation are presented in the following table:

Table 3: The mean score and standard deviation of the students for pre-test

Class	Mean score	Standard Deviation
Experimental class	59.55	8.57
Control class	60.35	7.19

Table 3 showed that the mean scores in the experimental class were higher than in the control class. It means that the mean scores of the pre-test in the experimental class and control class were different. To know whether or not the mean difference of experimental and control class were statically significant at the level of significant 0.05.

The result of students' pretest and posttest after calculating the mean score and standard deviation were presented in the following table:

Table 4: *The mean score and standard deviation of the students for post-test*

Class	Mean Score	Standard Deviation
Experimental Class	72	11.52
Control Class	62.55	8.87

Table 4 showed that the mean score in the experimental class was higher than the control class. It means that the mean scores of the pretest in the experimental class and control class were different. To know whether or not the mean difference of experimental and control class were statically significant at the level of significant 0.05.

b. The result of computing of t-test and t-table in experimental class and control class for pre-test and posttest

Table 5: *The result of computation of the t-test and t-table value*

Level of Significant	t-test value	T-table value
0.05	0.886	2.024

The table shows that the t-table (2.024) was higher than the t-test value of the students' pretest (0.886). Based on this analysis it was concluded that there was no significant difference between the two means scores.

Table 6: *The result of computation of the t-test and t-table value*

Level of Significant	t-test value	T-table value
0.05	3.380	2.024

Table 6 showed that the table that t-table (2.024) was lower than the t-test value of the students in the post-test (3.380). Based on this result, it was concluded that there was a significant difference between the students who were taught by using local culture contextual-based approach and who were taught through a textbook.

c. Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed by the researcher is accepted or not. After applying the t-test

independent sample in calculating the difference in the students' writing achievement between the experimental and control class, it was found that the t-test value (3.380) was higher than the t-table value (2.024). It means that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, the researcher concluded that the students' writing achievement achievements who were taught through local culture contextual-based approach were better than the students who were taught through a textbook. It was indicated, the used local culture contextual-based approach was able to improve significantly the students' vocabulary mastery of The Second Semester of English Department Students of Universitas Muhammadiyah Parepare. Finally, the researcher concludes that through Local culture contextual-based approach was one of the best techniques to improve the student's writing ability.

The result of this study showed that the idea of bringing local culture into the English writing classroom however attracts the students' interest. When the students were asked to discuss their own culture, they were more enthusiastic and did not get any difficulties in getting vocabulary since culture can be found around them. They learned from their environment that they know very well. For those who previously did not care about their own culture, learning English, indirectly they were helped them to know more about their own culture by getting information and reporting it in their writing tasks. It helped the students not only in writing skills (in getting ideas) but also in knowing their own culture and sharing it in a written way.

Based on the interview process, the student's feelings and experience got a positive impact. The method used by the teacher in the classroom. From the results of the questionnaire, students mention various methods where these methods have advantages and disadvantages. Students like writing teachers who use the method with delivering material in detail, giving examples, and assignments, and providing feedback. From the interview results, the students felt that their writing skills had increased when the teacher applied these things.

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that the local culture contextual-based approach can improve the writing achievement of the Second Semester of English Department Students of Universitas Muhammadiyah Parepare. It was proved by the difference between the pretest and post-test results in the experimental and control class. While the

result of the t-test in the posttest was 3.380 and the t-table was 2.024. It showed that the t-test value was greater than the t-table value. By correlating this result with the testing hypothesis, it indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Learning through a local culture-based approach can improve students' writing skills because based on the data found, students seem interested in the learning being carried out. several influencing factors are: (1) students feel this learning is very close to them because it raises the culture around them. (2) The involvement of students is increased considering that the presentation of text learning presented in learning is very closely related to local events, environment, norms, and culture. (3) Students understand important themes and issues that are connected to their knowledge and experiences.

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Tinjauan Beberapa Aspek Character Building.

Biography

Hasman, S.Pd., M.Pd is born in Enrekang on May 05, 1980 who is a final year student in the postgraduate program of the Universitas Muhammadiyah of Parepare. Now Hasman is active as an English Education Lecture at English Department Department of English Education, Faculty of Education and Teacher Training. Universitas Muhammadiyah Parepare

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