

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

**Peningkatan Hasil Belajar Mahasiswa STKIP PGRI Blitar
Dalam Belajar Perkembangan Peserta Didik Melalui Metode
*Economical Blended Learning***

**Peran Pendidikan Politik Dalam Membentuk Perilaku Politik
Yang Beretika**

**Teaching Reading Descriptive Text Through CORI
(Concept Oriented Reading Instruction)
At University Students**

**Pengaruh Kinerja Customer Service Terhadap Kepuasan Pelanggan
PT. Asuransi Jiwasraya Di Madiun**

**Upaya Meningkatkan Kemampuan Menindaklanjuti Permintaan Lain Dari
Pelanggan Melalui Metode Pembelajaran Bermain Peran Pada Siswa Kelas
XII Pemasaran SMK**

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Peran Ibu Rumah Tangga Dalam Membantu Kesejahteraan Keluarga

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USING LOCAL CULTURE BASED MATERIAL TO TEACH ADVANCED WRITING

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STKIP PGRI BLITAR

Abstrak : Melalui eksplorasi terhadap lingkungan sekitar, misalnya budaya, siswa akan dapat mengatasi permasalahan dalam menulis dengan menuliskan apa yang mereka temui dalam keseharian. Sebagaimana bahasa dan budaya terikat satu sama lain, penggunaan budaya lokal dalam pembelajaran Bahasa Inggris sebagai bahasa asing di Indonesia dapat digunakan sebagai salah satu teknik alternatif untuk meningkatkan kemampuan siswa dalam menulis. Penelitian ini merupakan penelitian tindakan kelas tentang penggunaan budaya lokal untuk meningkatkan kemampuan menulis tingkat lanjut siswa terhadap 20 siswa jurusan pendidikan Bahasa Inggris di STKIP PGRI Blitar. Penelitian ini dilaksanakan dalam dua tahap sesuai dengan model Kemmis dan Taggard. Data diperoleh melalui instrument berupa test dan lembar observasi. Hasilnya menunjukkan bahwa teknik penggunaan budaya lokal dapat meningkatkan kemampuan siswa dalam pelajaran menulis tingkat lanjut. Hal ini dibuktikan dengan peningkatan prosentase hasil nilai siswa, yaitu pada tahap pertama nilai siswa diatas 70 sebesar 55% sedangkan di tahap kedua meningkat menjadi 85%.

Kata Kunci : *PTK, Budaya Lokal, Pembelajaran Menulis*

Abstract : By exploring what are in their environment, such as culture, the students will be able to solve their problems in writing because they write what they found in their daily life. Since language and culture are interrelated, the use of local culture in the teaching of English as foreign language in Indonesia can be used as one of technique to improve the students' ability in writing. This research was a classroom action research to investigate the use of local culture content to increase the students' ability in advanced writing lesson. The participants of this research were 20 students of English Department of STKIP PGRI Blitar. This research was conducted in two cycles based on Kemmis and Taggart's model. Data were collected through test instrument and through an observation sheet. The result showed that using the content of local culture technique could increase the students' ability in advanced writing. It was proven by the students' score percentage improvement. In cycle 1, the students who scored >70 was only 55% whereas in cycle 2 increased to 85%.

Key Words : *CAR, Local Culture, writing*

INTRODUCTION

In Indonesia, English is taught as the first foreign language (EFL) at school. Since English is taught as a foreign language, it means that it is not used in the students' daily conversation for communication. Starting from the primary school, English is taught as a local content; at junior or high school level, it is

taught as a compulsory subject; and in university, English is taught as one of the general courses. Students must master the four skills of English. They are listening, writing, reading and speaking. Listening and reading consider as passive or receptive skills whereas speaking and writing consider as passive or productive skills (Fachrurrazy:2012). Writing, among

those three skills is the most difficult skill. This is because it involves several components which have to be considered while a student is writing.

As Nation (2009) stated that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. With writing, it is useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives. Brown (2004) also added that now we understand the uniqueness of writing as a skill with its own features and conventions. We also fully understand the difficulty of learning to write well in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learns to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. And yet we expect second language learners to write coherent essays with artfully chosen rhetorical and discourse devices.

In English department of STKIP PGRI Blitar, writing is divided into 6 semesters; Writing 1 in the first semester, writing 2 in the second semester, writing 3 in the third semester, writing 4 in the fourth semester, advanced writing in the fifth semester and essay writing on the sixth semester. Those subjects have graded materials. Advanced Writing at the English Department of STKIP PGRI Blitar is a compulsory two-credit subject which deals with Expository Essays and their ideas development. It develops the students' ability to write various types of expository essays such as using examples, details, process, classification, comparison-contrast, and cause-effects. The primary purpose of expository

writing is to provide information.

Based on the identification of the problem in the classroom action research, the researcher found that there were some problems faced by students in advanced writing subject. From those all materials, the lecturer found that most of the students got trouble in choosing the word, grammar, and the ability of connecting sentences to become a unified thought in written discourse and the mechanics of writing. The lecturer also found that most of the students are lack of vocabulary, lack of mastering the English grammar, and lack of practice. Most of the students got fail in writing subject although they had passed writing 1 until writing 4. The lecturer herself was difficult to find an effective technique in teaching writing. Besides, from the students' score in the previous semester, some students were failed to get A or B so that they should retake the final test to pass their subject. It seemed that writing scores became the lowest score got by some students compared with another subjects. Seeing this case, English lecturer should be more creative and innovative to help students write properly and easily. It is also necessary to create a strategy or a technique that can provide the students with a good learning atmosphere to take part actively in the teaching and learning process. One of the techniques that the lecturer applies is using local culture based material.

Brown in Jiang (1994) describes the relation between language and culture as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture'. In a word, culture and language are inseparable. When it comes to the realm of teaching and learning, as Gao (2006) presents it, the interdependence of language learning and cultural learning is

so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching (p.59).

Some studies dealing with local culture have encouraged the writers to use local culture in this study. The study from Sudartini (2012) who conducted critical analysis on the teaching of English as foreign language showed that in line with national goals, in which the teachers should support and promote character education in their teaching and learning activities, integrating Indonesian local culture values in English Language Teaching plays important roles in encouraging, improving, and maintaining the spirit of nationalism to promote character education. Furthermore, Indriati (2011) in her study which concerned with the reaction of the students in Palangkaraya City towards the integration of multiculturalism into English learning showed positive results. In learning English, bringing the idea of multiculturalism got from the students' closest environments promoted them to increase their vocabulary. It also became a joyful activity which could attract the students' interest by inserting multiculturalism for English material.

In this era, culture becomes a consideration to teach English. It is because the students come from many different cultures. When a student comes to the classroom, he brings his own culture which different with his friends' culture and his teacher's culture. The culture itself will influence his attitude in the classroom. During the language teaching and learning process, it is important to relate language to the society because language must be treated in a social context. It means that learning a language cannot be separated from learning the culture.

Swoden (2007) states that culture takes crucial role played in the classroom. This is due to the fact, as the literature stated

that language and culture are interrelated (Hinkel, 1999). Therefore, language and culture is the key to unlock the language teaching methodologies in the classroom. The importance of culture comes since a language cannot exist in vacuum. It has to show some objectives function when utterances are written. When we use a language, the production made is generally about what we know or what we have experienced. Language is not only communicating with words but it is the root cultural and contextual schemata and frames (Regmi, 2014). Indirectly, language becomes a vehicle for learning the content of our written (Richards and Rodgers, 2001).

Based on the explanation above, the writer is interested in choosing "using local culture based material to teach advanced writing" as the title of this article. In line with the described background of the study, the statement of problem in this study can be stated as follows: How can local culture based material be implemented to improve students' ability in advanced writing lesson?

THE USE OF LOCAL CULTURE BASED MATERIALS IN ELT

Culture has become an increasingly important component of English language teaching in recent time (Sultana:2011). Mentioned that the term of local culture in this sense is closely related to term tradition which can be defined as "inherited behavioural customs remain practiced in the society, coming from the judgements or assumptions that everything formerly exists is the right ones" Sudartini (2012). The word tradition leads to the other related term called 'tradicional', having a similar meaning, that is a form of attitude or a set of ways of thinking and act that always stick to the inherited norms and customs.

Looking at the definition of local culture, it will be much beneficial to insert local cultural values and norms in the practice of English Language Teaching. Local cultural values can be an alternative way of preparing the learners' cultural background and identity that hopefully also improving their nationalism awareness when they contact or learn a foreign culture ideology internalized in the practice of English language teaching.

The use of local culture in the practice of English Language teaching can be in the forms of selecting materials containing the local culture norms and values and also giving additional explanation on any foreign cultural norms found in the process of teaching and learning English. Students are learning English which is not from their own culture. In other words, they are having multicultural education. Multicultural education encourages appreciation and understanding of other cultures as well as one's own. Teaching with this perspective promotes the learner's sense of the uniqueness of his own culture as a positive characteristic and enables him to accept the uniqueness of the cultures of others. Students can learn about their class as an example of a common culture. Teachers can emphasize how other classes can be similar and yet different.

METHOD

Design

The research design used in this study was a Collaborative Classroom Action Research. The research procedure used the model proposed by Kemmis & McTaggard (1998, as quoted by McNiff & Whitehead, 2002:45). The model consisted of planning, implementing, observing, and reflecting stages. One of the researchers was also the lecturer in the classroom herself. The collaboration covers

the process of designing the lesson plan, determining the criteria of success, implementing the action, observing, and doing reflections.

Participants, Materials, and the Data

The subjects of this study were 20 fifth semester students of STKIP PGRI Blitar in academic year 2016/2017. The study was to investigate whether the use of local culture based materials technique could improve the students' ability in advanced writing. Therefore the materials used during the teaching and learning process were a text about two local cultures in Blitar. The data were taken from observation, and the students' score based on the criteria of success. Observation was used to record the teaching and learning activities in the classroom which accompanied by researcher's comments.

Research Cycles

The researchers conduct the study by following procedure of action research. The procedure of this action research starts from planning of the action, implementation of plan, observation and reflection. Since this is a collaborative study, then the classroom lecturer also serves as the observer of the classroom activities. The lecturer is responsible for observing the action, and the result of observation is discussed together by the researcher and the collaborator to see the effect of the action on the advanced writing ability of the students.

Cycle 1

1. Planning

In the planning step, the researchers prepared the lesson plan including preparing teaching strategy, preparing the instructional and relevant media, and preparing the criteria of success. The result of planning stage could be seen completely in the lesson plan below.

| Activities | LECTURER | STUDENTS | TIME |
|---------------------------|---|---|------|
| Pre-writing activities | <ol style="list-style-type: none"> 1. Checking the students' attendance 2. Explaining about today's topic 3. The Lecturer gave model text of comparison and contrast essay about local culture events entitled <i>Grebeg Pancasila and Gong Mbah Pradah</i> Ceremony 4. Lecturer gave a handout and asked the students to analyze the language feature of an essay by using the handout 5. Discussing the language feature of comparison and contrast essay | <ol style="list-style-type: none"> 1. Listening to the lecturer's explanation 2. Responding to the lecturer's instruction and doing the assignment. | 90' |
| Whilst Writing Activities | <ol style="list-style-type: none"> 1. Giving assignment to find some information about another cultural events from the students' environment 2. Asking the students to develop a comparison and contrast essay with local culture theme by using the information they got from the first assignment 3. Asking the students to do Self-editing (using self-editing format) and peer reviewing and asking the students to revise their writing based on feedback from their peers and lecturer 4. Then students' writings were submitted | <ol style="list-style-type: none"> 1. Responding to the lecturer's instruction and doing the assignment. 2. Developing a comparison and contrast essay with local culture theme by using the information they got from the first assignment 3. Doing self-editing and revising 4. Submitting their writings | 150' |
| Post-Writing Activities | <ol style="list-style-type: none"> 1. Asking the students to summarize today's lesson 2. Giving some questions related to today's lesson | <ol style="list-style-type: none"> 1. Summarizing today's lesson 2. Answering lecturer's questions | 30' |

2. Action

In the teaching and learning process, the lecturer showed series of pictures on LCD about local culture. Then the lecturer started the discussion by asking the students about the pictures which also they found in their society. The pictures were the ceremony of Gong Mbah Pradah and Grebeg Pancasila. Both events were familiar because it was held annually in Blitar. The Students looked enthusiastic discussing about local culture. When the lecturer gave a text of comparison and contrast essay about local culture events entitled *Grebeg Pancasila and Gong Mbah Pradah* Ceremony, they seemed to have no difficulties in understanding the content of the text since the material was taken from their environment. Then the lecturer gave a worksheet to analyze the language feature of comparison and contrast essay from the

text. Finally, the lecturer asked the students to find some information about other cultural events from the students' environment and develop a comparison and contrast essay with local culture theme by using the information they got from the first assignment.

3. Observation

In the first cycle, the observations were concluded as follows: a) the students looked enthusiastic when they had a chance to discuss about local culture shown in the LCD. It could be seen from the students' participation in discussion; b) however, at first the students were curious about the worksheet given and sometimes looked confused in analyzing language features of comparison and contrast essay from the text given; c) in writing process, many students still made many mistakes in developing their essay in term of grammar and organization but

for getting the ideas, they seemed to have no difficulties. It could be seen from their writing contents, which reflect their deep knowledge about their own culture.

4. Reflection

Points to consider from the first cycle were the explanation on how to organize sentences into a good essay and the use of grammar. Moreover, the lecturer needed to explain more about the worksheet given and develop an outline before writing. The local culture events as the material were good enough because it could attract the students' attention to the material given. Since the students were given a new and different technique than before, the lecturer needed more time to give more explanation.

Cycle 2

1. Planning

Since the lecturer didn't face many difficulties in the first cycle, the researchers didn't need to change the lesson plan except the text used in the second cycle.

2. Action

The teaching and learning activity was quite similar to the first cycle. The differences were only the text used and grouping. Moreover, in the first cycle, the lecturer gave more attentions to the use of local culture and to organize comparison and contrast essay, but in the second cycle, the lecturer gave more attention on the students' grammar before asking the students to develop comparison and contrast essay. The lecturer put the students who had better understanding in writing at least one in each group to help other students who were still low in writing organization or grammar. Here, the students develop their own writing but in developing their writing,

they may asked their friends about grammar or organization.

3. Observation

The lecturer seemed to concentrate on students' activity to the writing development by giving more explanation in the use of grammar and organization of comparison and contrast essay. She also encouraged the students to discuss in their group freely since there was at least one expert student in every group. She also create a worksheet to scaffold the students in making outline and develop their writing easily. This was really helpful because it could be seen from the students' writing results, students had less mistakes in their writing.

4. Reflection

During the last cycle, it could be reflected that using local culture based material in advanced writing subject could generate students' better concentration. The worksheet was also an important tool to help the students to make and outline before developing a comparison and contrast essay. The time given was also used accurately without any trouble.

RESULTS AND DISCUSSION

The results of this study can be inferred from the students' score improvements after the cycles given. The students' mastery learning is concluded based on the criteria of success stated in curriculum in which the target mastery is reached if the student masters at least 70% of the subject matter being taught. Furthermore, the teaching learning process is classified successful if 80% of the students reach the mastery level of minimum/optimum/maximum. Thus, it can be concluded that the students' mastery level can be reached if 80% of the students can get

the scores between 70-100. In cycle 1, the students who scored >70 was only 55%. Among 20 students, there were only 11 students who got score >70, while 9 students got score < 70. In cycle 2 the students' score increased to 85%. 17 students had passed the course while 3 students were failed.

The results of the study showed that the students were able to improve their ability in advanced writing. Students gave positive attitude during the teaching and learning process that can be seen from their active participation. The implementation of local culture based material in teaching advanced writing gave the students positive progress in their writing ability.

The two cycles have yielded several results in answering the research problem. The question on how can local culture based material be implemented to improve students' ability in advanced writing lesson has been answered. Results show that it is easy for the lecturer to implement local culture based material in the classroom.

Several points that we can inferred in implementing local culture based material in the writing class are :

1. Bringing local culture in English language teaching builds up learner's cultural knowledge, awareness, and competence. In the teaching of writing, it gives advantage for the students to have many ideas in introducing their own culture. They won't have any difficulties in gathering ideas to write something they know very well.
2. This finding is in line with the literature that language is not only communicating with words but it is the root of cultural and contextual schemata and frames (Regmi, 2014). It also supported the previous study by Sudartini 2012 who said that in learning English, bringing the idea of multiculturalism got from the students'

closest environments promoted them to increase their vocabulary.

3. The result of this study showed that the idea of bringing local culture in English writing classroom however attract the students' interest. When the students were asked to discuss about their own culture, they were more enthusiastic and didn't get any difficulties in getting vocabularies since culture can be found around them. They learned from their environment that they know very well.
4. For the students who previously didn't care about their own culture, by learning English, indirectly they were helped to know more about their own culture by getting information and reporting it in their writing tasks.

CONCLUSION

From the results of the study, it can be concluded that the students were able to improve their ability in advanced writing by using local culture based material technique. Considering the advantages that students can get from learning advanced writing through local culture based material, it is recommended that English teachers can adopt and adapt this technique as one of alternative techniques in the classroom. Other researchers are also suggested to improve students' English proficiency by integrating local culture based material in teaching other skills.

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