

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is an important skill in learning English. It is a skill that must be acquired by students succeed in order to learn English. According John "writing is a discovery process involving many steps", which is tortuous. As long as we have patience to go through the ups and downs of this process, we can find that writing is not entirely a "talent".¹ Writing is one of the crucial ways to deliver information through language mastered by both the writer and reader. Similarly, Troyka argues that writing can create a permanent and visible record of ideas for readers.²

Most schools require their students to be able to write, where in writing it is not just moving the hand with a pen on paper, but many have to pay attention to the content of the writing. Even though the students have got the materials related to text types, they still have got difficulties in writing the texts.³ Stated that the difficulties faced by students in writing are due to a lack of student motivation.

Based on pre - observations, one of the writing problems experienced by students at school is because there is no interest from students to learn to write English. In addition, the learning process is still teacher-centered. This can be seen from the list of student writing grades where the average writing

¹ Road Town and British Virgin Islands, 'Study on Development Trend of Supply Side Reform of Community Public Sports Services in Era of Internet Plus', 3.2 (2020).

² Nur Hamidah, 'Improving Writing Skill of the Eight Graders Through Comic Strip', *E-Journal of ELTS (English Language Teaching Society)*, 3.2.

³ SigitAbdurrachman Faridi and Mursid Saleh, 'Developing an Interactive Multimedia Based on Local Culture for Teaching Writing Narrative Texts for the Eighth Graders', *English Education Journal*, 8.4 (2018), 411–17.

score has not been able to get a B grade. The average student score in writing is 60 with a C grade category. In writing skills there are variety of text type, namely Descriptive, Procedure, Narrative, Recount and Report.⁴ Each type of text above has a different purpose and text structure. Therefore, what will be discussed in this study is learning to write narrative text using learning model based on local culture in senior high school. Because narrative texts have the goal of entertaining readers and attracting readers' interest, narrative texts can be applied to local culture learning models, which aim to make students more familiar with local culture through narrative texts.

Narrative text is a story or description of a series of events. According to Rebecca, narrative text is a text that connects a series of events that are connected logically and chronologically which are caused or experienced by factors.⁵ In addition, Kathryn explained that narrative is text that tells a story and entertains the audience.⁶ However, students at school still experience difficulties in learning narrative texts, for this reason, teachers need new breakthroughs for students, so that students can easily understand narrative text lessons. A new breakthrough that teachers can make is to use the right learning model. one of the learning models that can be applied to narrative texts is a local culture-based learning model.

Culture-based learning is the creation of a strategy learning environment and designing learning experiences integrate culture as part of

⁴ Qolbi Calis, Improving students achievements in writing narrative text through cubing technique , 9 (2006).

⁵ J LUKENS REBECCA, *Critical Handbook of Children's Literature* (ALLYN & BACON, 2006).

⁶ Tavriyanti Lisa Amin Yeni, Harmaini Fitriana, 'Teaching Reading a Narrative Text By Using Movie Maker At', *Ejurnal.Bunghatta.Ac.Id*, 2023.

the learning process.⁷ Culture-based learning is the creation of a strategy learning environment and designing learning experiences integrate culture as part of the learning process. The identification of the cultural dimension as a key component of language learning and teaching has been one of the most important developments in language learning and teaching over the past several decades.⁸ Culture-based learning is based on the recognition of culture as a fundamental part of education as an expression of the communication of ideas and the development of knowledge. In culture-based learning, culture can function as a medium for students to transform student observations into creative forms and principles about nature. Thus through culture-based learning, students do not just imitate or receive the information conveyed, but students can find the meaning, understanding and meaning of the information they receive. Transformation is the key that can create meaning and develop knowledge. thus, the learning process that uses a culture-based learning model does not just transfer or convey culture or cultural forms but utilizes it so that students are able to create meaning, imagine, and be creative to achieve a deep understanding of the subjects they study. Culture-based learning is classified into three types, namely, learning about culture, learning with culture, and learning through culture.

Based on the explanation above, the researcher is interested in discussing teaching writing in English at SMK Al-Khaeriyah Pengampelan. The text that will be used by researchers in teaching English writing is narrative text which uses a learning model based on local culture.

⁷ Muh Fahrurrozi, 'Pembelajaran Berbasis Budaya: Model Inovasi Pembelajaran Dan Implementasi Kurikulum Berbasis Kompetensi', *Malang: Surya Pena Gemilang*, 2015.

⁸ Ila Amalia, As'ari As'ari, and Uswatun Hasanah, 'Developing an Intercultural-Based Text Book for Teaching Writing', *Loquen: English Studies Journal*, 14.2 (2021), 64 <<https://doi.org/10.32678/loquen.v14i2.4959>>.

Researchers conducted a study entitled "Local Culture Based in Teaching Narrative Text Writing".

B. Identification of The Problem

Based on the description of the research background above, the problem identification as follows:

1. The student's writing value did not reach the predetermined value
2. Students have got lack interest in writing English
3. Teachers have got lack innovation in learning to write English

C. Focus of The Research

Based on the research background above, researcher will teach writing in English in class X of SMK Al-Khaeriyah Pengampelan. text used by the researcher is a narrative text that uses a learning model based on local culture.

D. Formulation of The Problem

Based on the background of the above problems, then the problem can be identified as follows:

1. How are the implementation of local culture-based learning models in writing narrative texts ?
2. How are local cultural values in learning writing narrative text?

E. Objective of The Research

Based on the problem mentioned above, the objectives that want to be achieved by the researcher in this study are :

1. To investigate the process of learning to write narrative text based on the implementation of local culture-based learning models.
2. To identify the local cultural values in learning to writing.

F. Significance of The Study

The researcher of this study, "*Local Culture – Based in Teaching Narrative Text Writing*" hopes that everyone will get benefit from it. The significances are as follows:

1. The Theoretical Significance

This research will provide information and insights about teaching narrative text writing and explanations of local culture-based learning models.

2. Practical Significance

- a. For researcher

This research can provide many benefits for the researchers themselves, because conducting research on teaching writing using local culture-based learning models can help researchers understand teaching related to learning models.

- b. For other researchers

This research can be an inspiration for other researchers. This research is also a useful source of information or reference for other researchers who are researching the same topic or related to teaching narrative text writing using a learning model based on local culture. The

results of this study can provide new insights and ideas for other researchers, so that they can assist them in developing their research.

c. For teachers

This study provides benefits to help teachers better understand and master the use of local culture-based learning models in teaching English narrative text writing. This will help teachers to teach students better and more effectively. In addition, this research can also provide information about how local culture-based learning models are used in teaching writing appropriate narrative texts.

d. For students

The study of teaching writing narrative texts using a local culture-based learning model can benefit students by helping them understand narrative texts and helping students write in English. By understanding a good narrative text, students can improve the grammar in the sentences they make, so that the sentences are easier to understand and can improve students' writing skills in English.

G. Previous Study

Previous studies are literature reviews or previous research that have similar themes which are usually used by later researchers to compare and look for which research areas have not been studied by previous researchers. Having previous studies also proves the authenticity of the author's work and

also avoids the suspicion that the author committed plagiarism. In this Study, there are three previous studies that are related to the present research :

The first study was entitled "Development of Local Culture-Based Interactive Multimedia for Learning to Write Narrative Texts for Class VIII". by igit Sulistiyanto, Abdurrachman Faridi, Mursid Saleh. The purpose of this research is to develop interactive multimedia based on local culture for learning to write narrative texts for class VIII students. The research methodology used by researchers is the R&D approach. Research and development (R&D) is a research design that aims to develop and validate educational products. The process involves identifying the problems that need to be solved by educational products, such as textbooks, syllabus, assessment instruments, etc., studying the principles of writing instructional media, developing media based on those principles, testing them in the field where they will be used. The results which are from this study revealed students' improvement after applying interactive multimedia based on local culture to teach writing narrative texts. the researcher concluded that the material developed through interactive multimedia based on local culture is suitable for learning to write narrative texts in class VIII. The similarities between the two studies lie in the object of research, namely writing narrative texts. However, the difference between the two studies is that the object of this study focuses on the development of local culture-based interactive multimedia for teaching writing, while the research object focuses on teaching narrative text writing using local culture-based learning models.

The second study is entitled "integrating local culture to advance character education in teaching writing". Fenny Thresia.⁹ The purpose of this research is to improve students' writing ability through integrating local

⁹ Fenny Thresia, 'Integrating Local Culture to Promote Character Education in Teaching Writing', *Premise: Journal of English Education and Applied Linguistics*, 4.2 (2015).

material culture. Therefore this research focuses on designing and developing writing teaching materials for students majoring in English at Muhammadiyah Metro University. The method used in this research is CAR (Classroom Action Research). The results of this study indicate that students have great interest and motivation in writing texts based on their local culture. The students also get the formation of moral values and character through the material. This affects the character of students in everyday life. Students become more polite, honest, diligent and religious. Therefore, the researcher concluded that writing skills could be improved by using local cultural materials. Local culture can be used as an alternative way to learn the writing process. There are similarities in the two studies, namely making local culture a way for students' writing learning activities. But there is a difference in the following two studies which lies in the method used is quantitative, while the method used by researchers in their research is quantitative, which will carry out direct observations and interviews.

The last study was entitled "Development of Writing Materials Based on Local Cultural Content for Junior High School Students". By Rieke Adelia Faranti.¹⁰ The purpose of this study is to find out the folklore in the student book, to identify local folklore that is suitable for inclusion in the English student book. The method used in the research is R&D. which is the result of this study that students like folklore in student books but sometimes they have difficulty understanding it. In addition, this study identified three folktales that are suitable for inclusion in students, such as the Legend of the Crying Stone, Lalan Belek and Muning Raib. Therefore, the researcher concluded that the folklore in the student book is good but not contextual. There are three local folklore that are very suitable to be included in the student book, namely Legend of Batu Crying, Lalan Belek and Muning Raib.

¹⁰ high school students' (Universitas Negeri Medan, 2020).

The similarities between the two studies are the use of local cultural learning models in learning to write English in class. However, the difference between these two studies lies in the object that is the focus of the research, in which this study focuses on descriptive texts, while the researchers focus on narrative texts.

H. The Organization of Writing

Organization of writing will be made with the aim of facilitating problems and discussion, to get results that are structured and in accordance with predetermined writing rules, the organization of writing of this research is structured as follows:

The first chapter is an introduction. The researcher included various points in this chapter, including background of study, identification of the problem, focus of study, formulation of the problem, objectives of the problem, significances of the research, previous study and the organization of writing.

The second chapter is theoretical framework. This chapter contains various theories put out by professionals who have undertaken research associated with this subject.

The third chapter is research methodology. This chapter covers some of these things, including research method, source of data, instrument, techniques of data collection, observation and interview.

The fourth chapter are the results and discussion. This Chapter discusses the teaching writing narrative text using a local culture-based learning model.

The fifth chapter is closing. This chapter is closing, included conclusion and suggestions.