ENHANCING THE STUDENTS' WRITING ABILITY THROUGH LOCAL CULTURE CONTEXTUAL-BASED APPROACH AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS MUHAMMADIYAH PAREPARE

A THESIS

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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other universities and to the best of the cnadidate's knowledge and belief, this thesis contains no material previously published or written by other person, except where due reference is made in the text of the thesis.

If the above mentioned materials are found in this thesis, I agree that the university can take legal action to cancel the conferment and my degree.



Parepare, August 26th 2022

HASMAN

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"In the Name of Allah, The Most Gracious and Most Merciful"

Assalamu'alaikum Warahmatullohi Wabarokatuh

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Parepare, August 26th 2022

The writer,

H a s m a n

ABSTRACT

HASMAN. *Enhancing the Students' Writing Ability through Local Culture Contextual-Based Approach at the Second Semester of English Department Students of Universitas Muhammadiyah Parepare* (supervised by Amaluddin and Sitti Hajar Larekeng)

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 Population of this study is the English Department students of FKIP UMPAR and the sample were all the second semester students. These studies were conducted at Universitas Muhammadiyah Prepare.

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. Instrument of data collection used pre-test, post-test and list of interviews. The numerical data is analyzed using spss and the interview data analyzed descriptively. 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 inter ested 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***

ABSTRAK

HASMAN. *Meningkatkan Kemampuan Menulis Mahasiswa Melalui Pendekatan Berbasis Kontekstual Budaya Lokal Pada Semester II Mahasiswa Jurusan Bahasa Inggris Universitas Muhammadiyah Parepare* (Dibimbing oleh Amaluddin dan Sitti Hajar Larekeng)

Menulis adalah salah satu tindakan komunikatif dan merupakan proses mengungkapkan ide, pendapat, dan gagasan. Ini akan diproduksi dalam beberapa urutan kalimat dengan menggunakan simbol grafis. Proses menulis lebih kompleks dari ini tentu saja, dan berbagai tahapan drafting, reviewing, redrafting dan menulis.

Metode yang peneliti gunakan dalam penelitian ini adalah quasi-experimental design. Data dianalisis dengan menggunakan pendekatan kuantitatif. Terapkan dua kelompok pre-test, post-test, yaitu kelompok eksperimen dan kelompok kontrol. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris FKIP UMPAR dan sampelnya adalah seluruh mahasiswa semester II. Studi ini dilakukan di Universitas Muhammadiyah Siapkan.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan pendekatan berbasis kontekstual budaya lokal dapat meningkatkan kemampuan menulis pada Mahasiswa Semester II Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Parepare. Instrumen pengumpulan data menggunakan pre-test, post-test dan daftar wawancara. Data numerik dianalisis menggunakan spss dan data wawancara dianalisis secara deskriptif. Hal ini dibuktikan dengan adanya perbedaan hasil pretest dan posttest pada kelas eksperimen dan kontrol. Sedangkan hasil t-test pada posttest adalah 3,380 dan t-tabel adalah 2,024. Hal ini menunjukkan bahwa nilai t-test lebih besar dari nilai t-tabel. Pembelajaran melalui pendekatan berbasis budaya lokal mampu meningkatkan keterampilan menulis siswa karena berdasarkan data yang ditemukan, siswa tampak tertarik dengan pembelajaran yang dilakukan. beberapa faktor yang mempengaruhi adalah: (1) siswa merasa pembelajaran ini sangat dekat dengan mereka karena mengangkat budaya di sekitar mereka. (2) Keterlibatan siswa meningkat mengingat penyajian teks pembelajaran yang disajikan dalam pembelajaran sangat erat kaitannya

dengan peristiwa, lingkungan, norma dan budaya setempat. (3) Siswa memahami tema dan isu penting yang terkait dengan pengetahuan dan pengalaman mereka sendiri.

Kata Kunci: **Kemampuan Menulis, Budaya Lokal, Berbasis Kontekstual**

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CHAPTER I

INTRODUCTION

This chapter describes some sections, they are; background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

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