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.

The students face some difficulties in writing activities, it was proved by the students' achievement in writing at number schools in Indonesia, for example: in the pre-test at Second Semester Students' of English Education Department of Universitas Muhammadiyah Parepare the researcher discovered students' writing ability was low. Their mean score was 47 and it was collected through writing test.

This score was categorized as fair achievement based on the achievement classification listed in the Buku Saku Akademik University of Muhammadiyah Parepare (LPPM, 2018), the score of 42 is classified into poor. If converted the score of 42 is equivalent to D scores. Based on the results of observations, a very striking weakness can be seen, for example in terms of vocabulary choice. For example, the use of the word *"use"* in the sentence *"she use red t-shirt"*, in that sentence it is more appropriate to use the word *"wear"*. Next in terms of language use. It was found that unnecessary repetition of words was found in the second sentence *"Parepare located in the northern part of south Sulawesi. Parepare can be reached by bus from Makassar"*. In the second sentence the word "*parepare"* can be changed to "It". On the other hand, in terms of mechanism, for example the use of capital letters. For example, *"Parepare is very popular as a transit city"*. In that sentence, the letter *"p"* in the word "*parepare"* should use a capital letter "Parepare".

According to Raimes (1983), the teaching of writing may help students to express their thought on paper. It reinforces the contents, organizations, grammatical structures, mechanics, and vocabulary that the students have learnt. When the students write, they also have a chance to be adventures with the language and they necessarily become very involved with the new language.

Based on the results of data analysis on initial observations using a questionnaire, it was found that several factors were the cause of the low writing achievement of students. The factors found include unclear writing instructions, low student curiosity, lack of student motivation in writing and a monotonous writing learning

approach. Therefore, researchers are interested in solving one of the sources of the problem, namely the monotonous writing learning approach. The solution offered by the researcher is learning writing through local culture contextual-Based approach.

According to Wagler (2004), culture is about people—including their languages, creations, behaviors, beliefs, institutions, and all their interactions with other people. Everyday life, for children and grown ups, is mostly local. When studying local culture, students observe and reflect on their families, friends, neighbors, and nearby strangers. Again, he assumes that Younger students learn more readily from immediate sensory encounters with people, places, objects, andevents. In later grades, students will progressively rely on media (texts, photos, videos) to explore cultures distant in time and place. In addition, he also claims that local culture is teacher friendly. Therefore, students learn to write most readily when they draw from local observations and local knowledge. Moreover, every students have their own culture around them that develop and adhere themselves. It is believed that their culture involves in their character, thought and action. Hence, persuading the students to write based on their culture activities will enhance their understanding toward their culture as well as stimulate them to write easily.

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.

B. Problem Statement

The researcher problem is formulated in the following question:

1. Is the use of local culture contextual -based approach can improve 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?

C. Objective of the Research

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

D. Significances of the Research

The researcher hopes that this research can gives useful contributions for educational success. This study will be significant for:

1. For the education world, the result of this research can be a consideration for the educational expert todevelop English teaching material in general and particularly in teaching writing narrative essays.
2. For English teachers, the result of this research is expected as an approach in varying their teaching material, so they can create enjoyable learning environement. Thus, the students' ability in writing can improve.
3. For curriculum designers, the result of this research is expected to be considered as a comparison and reference material for the development of teaching material in all levels of education. That isway, they can correlate better design curriculum of English language teaching.
4. For next researchers, the result of this research is expected to be meaningful information and to give motivation for the next researchers in creating another research about the best way to improve the writing ability.

E. Scope f the Research

In this research, the researcher limits to the field of applied linguistics competence which concerns with the teaching subject in term of writing course. In other words, this study focused on interest and improvement of students' ability in writing descriptive essayby local culture approach. The content (ideas), organization, language use, vocabulary, and mechanic are the elements of the essays that have been analyzed.

Moreover, this research will be limited on local culture material that will used in this research is about the students culture in some regency of South Sulawesi, especially in Barru, Parepare, Pinrang, Sidrap and Enrekang. The local culture material will involve ritual before farming and harvest, wedding culture, death ceremony culture. It is, certainly, follow the curriculum or syllabus that is being applied in the school.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to achieve the objective of this study, the improvement of students' writing ability at the Second Semester Students' Of English Education Department Of Muhammadiyah University Of Parepare, this chapter deals some sections, they are; some previous research findings, some pertinent ideas, resume, theoretical framework, and hypothesis.

A. Some Previous Research Findings

The importance of writing ability has made many language teachers and researchers explore and expose language teaching process by the implementation of various techniques. There were some researchers have conducted research by using few techniques in teaching English particularly teaching writing skill.

Some of the previous researcher such as Ratminingsih (2015) states that when students are able to write about topics relating directly to their lives, it means that they tend to enjoy the writing process.

In other opinion by Wagler (2004) states that when studying local culture, students observe and reflect on their families, friends, neighbors, and nearby strangers.

In addition, Baaijen, Galbraith, & de Glopper, 2014) believes that students need to engage the multiple communities that surround them and also that communities benefit from the energy and enthusiasm that students can bring to active citizenship, where citizenship means recovering, critiquing, and actively

engaging the world around them. She also explains the significance of the activity that students discover, explore, and research local spaces, examining their communities in order to better understand both the history of the places and the catalysts behind both physical and social changes.

Additionally, (Nurlia & Arini, 2017) have done their research by introducing the students' local culture through wiki to improve their students' writing ability. They conclude that applying gendre-based approach (local culture) could be more beneficial to the students and the teachers if they engage it with the reading and writing process through wiki as media.

In addition, the researcher concludes that in teaching and learning writing, the teachers have to make the students to be interested in the material. The teachers must create a good atmosphere or variety of techniques and material in teaching English particularly teaching writing skill. The application of local culture materials in the classroom is hoped to be effective in improving the students' writing ability. Therefore, the researcher decides to used the different genre-based material which is local culture material from several regency in South Sulawesi where the students live such as the tradition of wedding ceremony, death ceremony, and farming ritual in that place.

B. Some Pertinent Ideas

1. The Concept of Writing

a) Defenition of Writing

There are some definitions of writing that come from some authors. The following explanations, the researcher presented some definitions about writing. All of their words are presented in different forms, but they are abstractly same of meanings. In detail, Peha (1981) said that “Writing is the communication of content for a purpose to an audience.” It means that :

1) Content (Main Idea + Key Details). The content of a piece is what the writer wants to say. There are two parts to the content: the main idea, the one most important thing the author wants you to know; and the key details, additional information that supports and explains the main idea.
2) Purpose (Think + Do). The purposeof a piece is why the writer wrote it. Writers want their readers to think something after they’ve finished reading. Sometimes they want their readers to do something, too.
3) Audience (People + Questions). The audience for a piece is who the writer writes to. We always write to people. Sometimes it’s a specific person, sometimes it’s a group of people. And people always have questions they want you to answer. So, you can think of the audience as the people you are writing to and the questions they have about your topic. Every piece of writing can be broken down according to its content, purpose, and audience. If you think about these three things everytime you write, your

pieces will bemore successful and you'll always know that you're really writing.

According to Weigle (2012), writing has also become more important as tenets of communicative language teaching – that is, teaching language as a system of communication rather than as an object of study – have taken hold in both second and foreign language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar and vocabulary, is being supplanted by the notion that writing in a second languae is a worth while enterprise in and of itself.

While, Oshima & Hogue (1997) stated that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

According to Byrne (1988), writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. When people write, they user graphic symbols, which are letters or combinations of letters that relate to the sounds they make when they speak. Furthermore, he states that writing involves the encoding of a message. Writing can be defined as a communicative act, a way of sharing observation, information, thought, or ideas with ourselves and others.

Based on the definition above, it can be stated that writing is a communicative act that produces a sequence of sentences by using graphic symbols such as letters or combinations of letters. It refers to an activity to share ideas, information, and thought with others.

According to Eanes (1997) in Pamuji (2015) writing is a valuable tool for learning in number of ways. In other words, writing helps students reflect on how much they already know about a topic. It encourages students to assess how well they understand new information and allows them to integrate new information at deeper levels. To help students understand information at deeper levels, the students should be provided with the frequent opportunities to write for a variety of purposes. Besides, the writing assignments or the type of writing should be tailored to meet students' needs and abilities.

In relation the statements above, Nunan (1990) pointed out the successful writing as follows: (1) mastering the mechanics of letter information, (2) mastering and obeying convention of English spelling and punctuation, (3) using the grammatical system to convey one's intending meaning, (4) organizing content at the level of paragraph and the complete text to reflect the given new information and topic comment structure, (5) polishing and revising one's initial efforts, and (6) selecting an appropriate style for one's audience.

Based on the explanation above, it can be said that when we want to create a good writing, we have to follow some necessary points in writing. The necessary points are organizing content, mastering the mechanics of letter, convention of English spelling and punctuation, using good grammatical system, and also

reflecting the topic comment structure. Beside that, we have to be able to revise our writing result after getting correction from the others.

According to Harmer (2003), writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting and writing etc. So, in making a good essay we have to follow the stages because they can make it easy for us to expressour idea.

Written discourse can be developed into some ways. Hayes & Flower (1986) classifies the ways of developing essays into six ways namely: description, narration, definition, process, comparison and contrast, and persuasion. Meanwhile, Kirszner & Mandell, (2012) points out nine ways of developing essays. They are narration, description, exemplification, process, cause and effect, comparison and contrast, division and classification, definition and argumentation. Based on the two opinions above, it can be stated that there are four majors of essays. They are narrative, expository, descriptive, and argumentative. Furthermore, they comment out that narration is a story talking by presenting sequence events in chronological order. Any time when we tell what happens, we use narration. They stated that narrative discourse is type of discourse that tells an event chronologically. It may tell about one or more persons; about a short or long term event; or about a fact or a fiction.

Based on explanation above about some definitions of writing, the researcher concludes that 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.

b) Types of Essay Writing

According to Badger & White (2000) said that there are five types of essay, namely:

1) The Narrative Essays

A narrative is a story. A narrative paragraph, then, is paragraph length story. It may be a story about you or something that has happened to you or it maybe a story in which you are not directly involved. According to Badger & White (2000), a narrative can be based on actual experience, or it can be a totally imaginary, or it can be a mixture of both reality and imagination. In any case, a narrativeis an account of events told in such away that the reader shares the writer's experience.

2) The Descriptive Essays

A descriptive essay uses the senses to describe something to the reader. It uses the senses such as smell, hear, taste, or feel. It is more than telling a person something. It uses words to write a verbal picture. It does not just tell the reader about an object, but the words describe what the writer wants to show. Using nouns it allows the reader to see. Using verbs give them the sense of feeling. A descriptive essay maybe objective or even subjective. The writer uses tone, diction, and attitude to get the message to the reader. The purpose of a descriptive essay is to get specific and concrete details to the reader about an object or place.

3) The Expository Essays

The expository essay explains or acquaints the reader with knowledge. Explaining the topics hows the reader, the knowledge, the writer has. The purpose of an expository essay is to explain a topic without giving the writer's opinion so the reader will have knowledge about the subject. This type of essay is designed to convey information and help the reader to understand the topic. Expository essays use an analysis of parts and the use of familiar illustrations to explain the topic.

4) The Argumentative Essays

The argumentative essay means taking a side of an issue discussed and being able to give evidence as to which side is right according to the person's opinion. An argument is a heated discussion about something important to the person discussing the topic. An argumentative essay should be well structured, well reasoned, and well supported. One essential part of this type of essay is opposition. This means knowing both sides of the issue. A person must discuss both sides and give evidence as to the side the writer takes. An argumentative essay begins with a statement of a person's assertion about an issue. The next step is reviewing the literature about the issue. The next step is describing how the person's assertion is better than the other side.

5) The Process Essays

A process essay tells the reader how to do something. Each group should be explained in detail enough for the reader to understand. It should explain the

equipment needed, the materials and all the steps involved in doing the process. Transitions is important to make the paper flows moothly. The process essay begins with the first step in a process and proceeds in time until the last step in process.

From those types of essay by Badger & White (2000), the researcher decides to use the type of process essay to guide towards the students in writing the their local culture. This is chosen by the researcher because the local culture that will be written by the students is about the procedure of the tradition in their each place. The procedure here means the process of every event done by the community there.

c) The Writing Process

Writing is a complex activity that encourages someone to explore his or her ideas, feelings and thoughts. When he writes, he will engage in some activities, such as pre-writing, drafting, revising and editing. In which according to Mukminatien (1997), learning to write in English is a complex process because a piece of writing, as of a written communication, requires the writer's ability to use not only his lingustics competence but also his communicative competence. Hymes (1972) proposed the concept of communicative competence. He argued that a speaker can produce grammatical sentences, that are completely in appropriate. In communicative competence, he included not only the ability to form correct sentences but to use them at appropriate times. It has been expanded considerably, and various types of competence have been proposed. However, the

basic idea of communicative competence remains the ability to use language appropriately, both receptively and productively, in real situations.

Writing process refers to everything a writer does, from the moment he or she starts thinking about what to write, until the final copy is completed (Elsa & Gonzalez, 2010). According to (Tompkins et al., 2015), writing process is a linear series of neatly packaged categories. In the classroom activities, the stages are merge and cycles. The students personalize the process to meet their needs and vary the process according to the writing assignment. This notion implies that writing is gradual that consists of some stages. Furthermore, they stated that generally there are four stages in the process of writing such as prewriting, drafting, revising and editing.

Richards (2003) said that the writing process as a private activity may be broadly seen as comprising four main stages : planning, drafting, revising and editing. Process writing as a classroom activity in corporates the four basic writing stages and other three stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experience for students maybe described as follows:

1) Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following provide the learning experiences for students at this stage : group brainstorming, clustering, rapid free-writing, wh-questions. Briefly, pre-writing is the preparation or planning for students to write. According to Tompkins et al., (2015), pre-writing activities are divided into two types; background activities and informal writing strategies. Background activities are the experiences that provide the knowledge students need for writing. Background activities take many forms, including drawing, talking, reading, and interviews while informal writing strategies comprises many forms, including brainstorming, clustering, and free writing.

Cargill & O'Connor (2009) said that some peoples imply need to start writing to find a focus. Take out several sheets of blank paper, give yourself at least ten to fifteen minutes, and begin writing what ever comes to mind on your subject. Don't worry about spelling, punctuation, or even complete sentences. Don't change, correct, or delete anything. If you run out of things to say, write "I can't think of anything to say" until you can find a new thought. At the end of the time period you may discover that by continuously writing you will have written yourself into an interesting topic.

2) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not pre occupied with grammatical accuracy or the neatness of the draft. Once dimension of good writing is the writer's ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also been couraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience candictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing. In other words, drafting or writing is the actual writing stage is essentially just an extension of the prewriting process. The student tranfers the information they have gathered and organized it into a traditional format. It also involves helping a student choose topics for writing based on their personal interests.

3) Responding

Responding to student writing by the teacher (or by peers) has a central roleplay in the succes full implementation of proces swriting. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. Peer responding can be effectively carried out by having students respond to each other's texts in small group or in pairs, with the aid of the checklist.

4) Revising

When students revise, they review their texts on the basic of the feed back given in the responding stage. They reexamine what was written to see how effectively they have comunicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader. Revision often becomes more voluntary and motivating.

Based on the explanations above, revising is the time for students to add, delete, and/or change the ideas in their writings. In this stage, the students will re-see their writings in light of the comments received from other students. Revision can be regarded as an activity to see again the composition that has been made.

5) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages. Editing with in process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience.

6) Evaluating

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organisation of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriatness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned.

In addition, when starting to write assignments in English, students need to be able to find ideas for their writing and put them into sentences, logically organize their sentences into paragraphs, and review and revise their paragraphs to make them even stronger.

2. The Concept of Local Culture Contextual-Based Approach

a. Definition of Local Culture Contextual-Based Materials

According to Wagler (2004), Culture is about people—including their languages, creations, behaviors, beliefs, institutions, and all their interactions with other people. Everyday life, for children and grown ups, is mostly local. Ramendra & Ratminingsih (2007) also applied local culture approach in her research by teaching her students through folklore. They argues that folk flore emanated from society and expanded in their community in the past. It becomes a special atribute for each nation that has variety of culture included culture wealth

and history. They add that folklore usually narrates an event in one place or the origin of a place. Besides, characters in the story are commonly realized in form of animal, human, evengod.

Goldberg (1997) distinguishes cultural-based learning into three kinds:

1) Learning about culture (placing culture as a field of science). Culture is studied in a special subject and is not integrated with other subjects. However, many schools do not have adequate learning resources so that the subjects become memorizing subjects from a book or teacher story that is uncertain.
2) Learning with culture. Learning with culture occurs when culture is introduced to students as a way or method for learning a particular subject. Learning with culture makes the culture and its embodiment a learning medium in the learning process, the context of examples of concepts or principles in the subject, as well as the context of the application of principles or procedures in a subject.
3) Learning through culture. Learning through culture is a method that provides an opportunity for students to demonstrate the attainment of the understanding or meaning it creates in a subject through a variety of cultural manifestations. Things to consider during the teaching-learning process with the local culture-based learning model as follows.
    a) Provide an opportunity for students to express their thoughts, to accommodate students' concepts or beliefs rooted in traditional science.

b) Presenting to students examples of anomalies or miracles that are actually common place according to standardized concepts of science.

c) Encourage students to actively ask questions.

d) Encourage students to make a series of schemes on concepts developed during the KBM process.

Based on previous explanation, the researcher intends to apply the local culture approach by using some cultures from Enrekang as materials in teaching writing. The culture that the researcher will use is about wedding, death, and farming. Those are culture that really close to the students that will help them writes the procedure easily. It is because they hear, see, even involved in that ritual.

b. The advantages of local culture contextual-based materials

There are some advantages of local culture approach in teaching based on Wagler (2004), they are:

1. Local culture is hands-on. Younger students learn more readily from immediate sensory encounters with people, places, objects, andevents. In later grades, students will progressively rely on media (texts, photos, videos) to explore cultures distant in time and place.
2. Local culture is conceptually accessible. Students understand important themes and issues that are connected to their own knowledge and experiences. Near by examples help students of all ages, but especially those in elementary grades, unders and the content of all academic subjects.

3. Local culture prompts effective language use and the acquisition of language skills. Not only do children first learn to listen and speak at home, but there after oral language also always occurs in localsettings. Indeed, whats cholars refer to as “oral culture” is largely synonymous with local culture. Students learn to write most readily when they draw from local observations and local knowledge.
4. Local culture encourages integrative projects. Besides the social studies and language arts, the study of local culture can also incorporate the arts (aesthetics, appreciation, documentation), mathematics (collecting and presenting data), and science (environmental science and the confluence of ethnography and natural history). Many orall of the content areas can be connected to each other via local studies and projects.
5. Local culture is teacher friendly, A few basic tools make the local community accessible in any classroom. With these tools we can teach every standard in the social studies curriculum and connect existing texts and units to local cultural environments.

c. The Disadvantages of Local Culture Culture contextual-based Material Approach

Even though there are some advantages of local culture contextual-based approach in teaching and learning process, it cannot be denied that there also some disadvantages of it such as what proposed by Boege (2011). He proposed that there are five major weakness of local approaches as follows:

1. Traditional conflict transformation does not necessarily put an end to violence in the long term. In many societies in the global South, recourse to violence – violent self-help – is a ‘normal’ option. In a traditional context, every peace deal that has been achieved is achieved under the proviso that it might be revoked in the near or distant future.
2. Local approaches may contradict universal standards of human rights.In some cases of local tradition, women often are the objects of customary conflict resolution processes that are dominated by males in order to resolve conflicts between males, e.g. swapping of women between conflict parties or gift of girls as compensation, or compensation negotiated by male community leaders and exchanged between males for the rape of women or girls
3. Local approaches have a limited sphere of applicability. They are confined to the context of the relatively small community, to the “we”-group of family, clan, village or neighboring communities and forms of face-to-face communication. Often people still have very close ties to their places of origin or they transfer the ‘village’ and its values, norms and rules to the new urban environment.
4. Local approaches are preservative. Traditional approaches only work in the framework of that order and are only applicable to conflicts that occur within a given community. Traditional approaches are difficult to apply with regard to conflicts against the community, conflicts that challenge the framework of values and relations of the traditional order.

5. Local approaches are open to abuse. There are many examples of traditional authorities abusing their powers for their own benefit and to the detriment of the weak members of communities. Misconduct commenced in colonial times when traditional authorities in many places became instrumentalised by the colonial masters.

3. Teaching writing through local culture contextual-based materials

There are some ways to apply local culture in teaching material. Hartini (2012) explains that the teachers may insert local culture in the forms of ideas (norms, moral, ethics, and religious values), activities (traditional ceremonies), and artifacts (historical or tourism places, food, and stories). Most of them are wrapped in texts. The insertion is done by selecting cultural topics, choosing cultural topics for classroom discussion, designing tasks or projects, and holding study tour to tourism places. There are several reasons for teachers inserting local culture. The reasons are that teachers are aware of the importance of local culture, so that students should not forget and be proud of their own culture. Local culture is also considered having better moral values and can help to create meaningful learning and it influences students' learning style (Reid, 1987; Xiao, 2006) views on testing, expectations of both students and teachers, and perceptions of the overall learning process ((Gray, 1999; Kim, 2004; Simpson, 2008; Tan, 2005).

Culture and national character education is seen as a smart solution to produce students who have superior personality, morality, and uphold the values Indonesia thoroughly. According to Ajawaila (2009) local culture is the original culture of a certain group of people that also characterizes the culture of a local

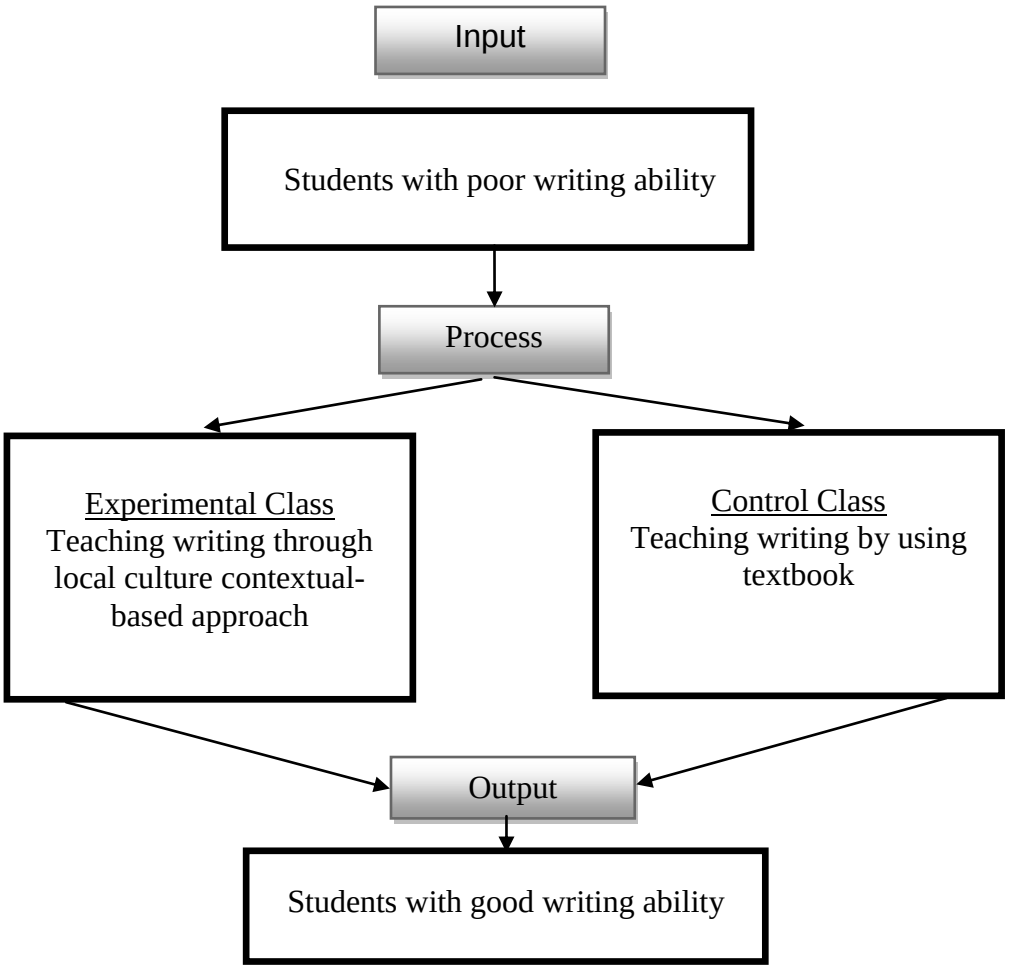
community group. But, it is not easy to formulate or define the concept of the local culture. According to Musfiroh (2008), the definition of culture is almost always tied to the physical boundaries and geographical. For example, Javanese culture which refers to a tradition that developed in Java. Therefore, geographical boundaries have been used as the basis for formulating the definition of a local culture. However, in the process of socio-cultural change has emerged a tendency melting of the physical boundaries of a culture. It was influenced by the accelerating migration and the spread of global communications media so that no local culture of a community that is still so original.

According to Hartini (2012) in Indonesia there are currently more than 300 ethnic groups speaking 250 different languages and have different characteristics of local culture as well. The plurality of local culture in Indonesia is reflected in the diversity of cultures and customs of the society. Ethnic groups in Indonesia, such as Javanese, Sundanese, Batak, Minang, Timor, Bali, Sasak, Papua, and Maluku have customs and different languages. Each of these tribes grows and develops in accordance with the natural environment. Isolated geographical circumstances which led to the population of each island developing living patterns and customs are different.

Damayanti (2014) explains some steps of applying local cultural approach in this cases he uses folklore. In writing activity, the students are obligated to search story from any province of Indonesia. The story should be written in English. The students are expected to write their comment or moral message of the story.

C. Conceptual Framework

To elucidate the concept of this research, the researcher shows the figure as follows:



The figure above shows the process of activating students in writing through local culture approach. The three main components are discussed briefly below:

Input : This refers to the students who have lack writing ability before being through local culture approach.

Process : This refers to teaching and learning process in the classroom. In teaching-learning process, the researcher only applies the phases of writing (pre-writing, while-writing, and post-writing)

Output : This refers to the result of the teaching and learning process or the improvement of students's writing ability after being taught through local cultural approach.

D. Hypothesis

Based on the previous related literature, some pertinent ideas, conceptual framework, and also the problem statement, the researcher formulated the hypothesis, namely:

The Null Hypothesis (H_0) : There is no significant difference of the writing ability between the students who are taught by through local cultural contextual-based approach and those who are taught by using conventional approach".

The Alternative Hypothesis (H_a) :There is significant difference between the students who are taught through local cultural approach and those who are taught by using conventional approach".

CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, variable of the research, operational definition of variable, population and sample, instrument of the research, procedure of data collecting, and technique of data analysis.

A. Research Design

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

E =O1 X_1 O2

C = O1 X_2 O2

Where :

E = Experimental Group

C = Control Group

O1 = The result of students' pre-test

O2 = The result of students' post-test

X_1 = Treatment for experimental group

X_2 = Treatment for control group

(Gay et al., 2012)

B. Research Variable and Their Operational Definition

1. ResearchVariable

There are two of research variables involved in this research, namely; independent variable and dependent variable

The independent variable is the implementation of local culture as an approach in teaching writing than the dependent variable is the students' English writing skill.

2. Operational Definition of Variable

In this section, the researched tried to explain operational definition of variable that has been mentioned above in the variable of the research is teaching writing skill through local culture approach.

The first is the students' writing ability is level of writing ability of the students at the second semester of english department students of Universitas Muhammadiyah Parepare in all writing components: content, organization, vocabulary, language use, and mechanics which is determine based on level of mastery classification: very good, good, fair, poor, and very poor.

The second, the implementation of local culture is the way or approach that used by the researcher in teaching writing. The materials cover the culture of the students.

C. Population and Sample

1. Population

The population of the research will be the students of the second semester of English Department Students, Universitas Muhammadiyah Parepare in academic year 2020/2021which consist one class. Consists of 15 students.

2. Sample

The sample of this research will be the students at the second semester of English Department Students of Universitas Muhammadiyah Parepare. Because the population only two classes, so the researcher applied total sampling technique. To determine experimental and control class, the researcher will random them.

D. Instrument of the Research

The instrument of the research is writing test. The test consisted of pretest and posttest. The students in both groups be tested by the researcher. The first test is pretest for both groups and it intended to find out the students' prior knowledge and the initial skill before presenting the material. The second test give to both groups and it is designed to know how far their skill or achievement that was achieved after presenting the material.

E. Procedure of Data Collecting

The procedure of collecting data in this research is presented as follow:

1. Pretest

Before giving a treatment, the researcher given a pre-test both experimental class and control class. This test is aimed to know and check the prior knowledge or writing ability before giving treatment. The material of pre-test is narrative text.

The students asked by researcher to write narrative. The students have to explore their ideas in written form or essay without cheating to their neighbor/friends. The processes are:

a) The researcher explained about the test to the students.
b) The researcher distributed the test to the students.
c) The researcher asked the students to read the instruction carefully before doing the test.
d) The researcher gave a chance for the students to do the test.
e) The researcher asked the students to submit their work.

2. Post-Test

After giving the treatment, the researcher given a post-testto both experimental class and control class for measuring the students' writing ability after getting treatment by using local culture-based material approach. The material (narrative text) of the post-test is same as pre-test. The students will be asked to write a narrative text.

F. Treatment

This treatment conducted in four meetings for both groups. The local culutre approach used by the researcher in this research. To clarify how to apply it, the researcher describes the process of writing through local culture contextual-based approach below:

1. Treatment for experimental group

a. Giving some tips to improve and to strengthen the writing skill of the students and explanation related to content, organization, vocabulary, language use, and mechanics in writing.

b. Explaining the topics and procedure text to the student.

c. Asked some question to the students to know their understanding about previous discussion.

d. Dividied the students into some groups consistof 2-3 students.

e. Asked the students to choose a ritual from their local culture to be written in English.

f. Instructing each student in group to prepare procedure out line which consists of orientation, complication and resolution or doing brainstorming.

g. Every student wrotes their ritual by completing or developing their outline individually.

h. After finished their ritual, the students are asked to exchange their writing with their pair or group.

i. Every students shall correct the writing of their friends then give it back to the owner of the writing.

j. The students revise their writing.

k. The teacher chooses some of students' writing to be published and corrected together in front of the class. By doing this activity, every students are expected to correct their writing before submitting it.

l. After editing their writing, the teacher collects the students' task and informs them what they will do next and also give motivation to learn writing.

2. Treatment for control group

a. Giving some tips to improve and to strengthen the writing skill of the students and explanation related to content, organization, vocabulary, language use, and mechanics in writing.

b. Explaining the topics and procedure text to the student.

c. Asking some question to the students to know their understanding about previous discussion.

d. Dividing the students into some groups consist of 2-3 students.

e. Asking the students to write the procedure of making or a to bewritten in English.

f. Instructing each student in group to prepare procedure outline step by step.

g. Every student wrotes their procedure text by completing or developing their outline individually.

h. The teacher chooses some of students' writing to be published and corrected together in front of the class. By doing this activity, every students are expected to correct their writing before submitting it. After editing their writing, the teacher collects the students' task and informs them what they will do next and also give motivation to learn writing.

G. Technique of Data Analysis

To analyze the data collecting of the test, the researcher used quantitative approach. To analyze the data collected through the text, the researcher used descriptive and inferential statistic. To find out the students' scoring in writing skill, it viewed from the five components: content, organization, vocabulary, language use and mechanics. Some formulas were analyzed in this research to process the data as follows:

1. Scoring the students' writing from view point of the five components of writing narrative essay, as stated below; content, organization, language use, vocabulary, and mechanics.

Table3.1 The Scoring System forStudents' Essay

Component	Score	Classification	Criteria
Content	30 – 27	Excellent to very good	- Knowledgeable - Substantive - Through development of thesis - Relevant to assigned topic
	26 – 22	Good to average	- Some knowledge of subject - Adequate range - Limited development of thesis - Mostly relevant to topic, but lacks detail.
	21 – 17	Fair to poor	- Limited knowledge of subject - Little substance - In adequate development of topic
	16 – 13	Very poor	- Does not show knowledge of subject - Non-substantive - Not pertinent - Or not enough to evaluate
Organization	20 -18	Excellent to very good	- Fluent expression - Ideas clearlystated/supported - Succinct - Well-organized - Logical sequencing - Cohesive
	17 – 14	Good to average	- Some what choopy - Loosely organized but main ideas stand out - Limited support - Logical but incomplete sequencing
	13 -10	Fair to poor	- Non-fluent - Ideas confused or disconnected - Lacks logical sequencing and development

Vocabulary	9 -7	Very poor	- Does not communicate - No organization - Or not enough to evaluate
	20 -18	Excellent to very good	- Sophisticated range - Effective word/idiom choice and usage - Word form mastery - Appropriate register - Adequate range
	17 -14	Good to average	- Occasional errors of word/idiom form, choice, usage but meaning not obscured - Limited range
	13 – 10	Fair to poor	- Frequent errors of word/idiom form, choice, usage - Meaning confused or obscured
	9 – 7	Very poor	- Little knowledge of English vocabulary, idioms, word form - Or not enough to evaluate
Languageuse	25 – 22	Excellent to very good	- Essentially complex construction - Few errors of agreement, tense, number, word order/function, articles, pronouns, preposition - Effective but simple construction - Minor problems in complex construction
	21 – 18	Good to average	- Several errors of agreement, tense, number, word order/fucntion, articles, pronouns, prepositions but meaning seldom obscured. - Major problem in simple/complex construction
	17 -11	Fairtopoor	- Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletion - Meaning confused or obscured
	10 -5	Very poor	- Virtually no mastery of sentence construction rules - Dominated by errors - Dose not communicate - Or not enough to evaluate
Mechanics	5	Excellent to very good	- Demonstrates mastery of conventions - Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	- Frequent errors of spelling, punctuation, capitalization, paragraphing - Poor hand writing - Meaning confused or obscured
	2	Very poor	- No mastery of conventions - Dominated by errors of spelling, punctuation, capitalization, paragraphing - Handwriting illegible - Or not enough to evaluate

(Jacobs etal.'s in Ghanbari, Barati, & Moinzadeth, 2012)

2. Finding the gain score based on the raw score of five components in writing:

$$Score = \frac{Students\ Achieved\ Score}{Maximum Score} \times 100$$

(Permendikbud, 2014)

b. Classifying the students score into five classifications as follows:

Table 3.2 Students' classification score

Scale 10-100	Scale 1-4	Classification	Predicate
96-100	3,85-4,00	Very Good	A
91-95	3,51-3,84		A-
86-90	3,18-3,50	Good	B+
81-85	2,85-3,17		B
75-80	2,51-2,84		B-
70-74	2,18-2,50	Fair	C+
65-69	1,85-2,17		C
60-64	1,51-1,84		C-
55-59	1.18-1,50	Poor	D+
≤ 55	1,00-1,17		D-

(Permendikbud, 2014)

3. Finding the percentages of five components in writing for experimental and control group :

$$TP = \frac{Fb}{N} \times 100$$

Where: TP = Percentage

Fb = Frequency

N = Total of Subject

(Gay et al., 2012)

4. Finding the mean score of pretest and posttest for both groups. The researcher was use the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = The mean score

$\sum X$ = The sum of all score

N = The number of subject (students)

(Gay et al., 2012)

5. Finding the difference of the mean score between the pretest and posttest by calculating the value of test:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

$$SS_1 = \sum X_1{}^2 - \frac{(\sum X_1)^2}{n_1} \quad SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n_2}$$

Where:

$\overline{X_1}$ = Mean score of experimental group

$\overline{X_2}$ = Mean score of control group

SS_1 = The sum of square of experimental group

SS_2 = The sum of square of control group

$\sum X_1$ = The sum of all square of experimental group

$\sum X_2$ = The sum of all square of control group

$\left(\sum X_1\right)^2$ =The square of all the sum score of experimental group

$\left(\sum X_2\right)^2$ = The square of all the sum score of control group

(Gay et al., 2012)

6. Finding the standard deviation of the students for both groups. The researcher will use the following formula:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{Where} \quad SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where: SD = Standard Deviation

SS = The sum of square of group

N = The number of subject (students)

(Gay et al., 2012)

H. Criteria of Testing Hypothesis

The statistical hypothesis in this research as follows:

$\mathbf{H_o : \mu_1 \neq \mu_2}$

$\mathbf{H_a : \mu_1 = \mu_2}$

Where: μ_1 is experimental group and μ_2 is control group

To test the hypothesis, the researcher used two tail test with **α 0.05** level of significance for independent sample.

The formula of degrees of freedom **(*df*)** is **($n_1 + n_2 - 2$)**.

a. If t-table value is higher than t-test value, H_o (Null Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected. It means that there is no significant difference of the writing ability between the students who are taught through local culture contextual-based approach and those who are taught through conventional material.

b. If t-test value is higher than t-table value, H_o (Null hypothesis) is rejected and H_a (Alternative hypothesis) is accepted. It means that there is a significant difference between the students who are taught local culture

contextual-based approach and those who are taught through conventional material.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researchers analyzed pre-test and post-test data. The pre-test measured the student's writing ability, and the post-test measured how much the student's writing performance improved after treatment.

A. Research Findings

1. Experimental Class

Prior to 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 4.1: 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			12	100 %	12	100 %

Table 4.1 showed that in pre-test for experimental class, none of the students' (0%) were classified as very good and good, 2 students' (16,6%) were classified as fair, 4 students' (33,3%) were classified poor and 6 students' (50%)

were classified as very poor. After administering the treatment, the students' achievement in writing was increased.

In 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, 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.

2. Control Class

Before administering the treatment in control class, the researcher gave pretest to determinethe students' achievement in writing. After that the researcher using textbook in teaching writing for four meetings.

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

Table 4.2: 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			12	100%	12	100%

Table 4.2 showed that , in pre-test for control class, none of 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 students' achievement in writing was also increased.

In post-test for control class, none of students' (0%) were classified as very good, 1 students' (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, but students' in experimental class showed higher improvement rather than in control class. This indicated that by through local culture contextual-based approach significantly improved students' writing achievement 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 4.3: 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 4.3 showed that the mean scores in experimental class were higher than the control class. It means that the mean scores of the pre-test in experimental class and control class were different.

In order 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 4.4: 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 4.4 showed that the mean score in experimental class was higher than the control class. It means that the mean scores of the pretest in experimental class and control class were different.

In order 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 4.5: The result of computation of 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 t-test value of the students' pretest (0.886). Based on this analysis it was concluded that there was no significant different between two means scores.

Table 4.6: The result of computation of t-test and t-table value

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

Table 4.6 showed that the table that t-table (2.024) was lower than t-test value of the students' in posttest (3.380). Based on this result, it was concluded

that there was significant difference of the students' who were taught by using local culture contextual-based approach and who were taught by through textbook.

c. Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed by researcher accepted or not. After applying t-test independent sample in calculating the difference of the students' writing achievement achievement between the experimental and control class, it was found that the t-test value (3.380) was higher than t-table value (2.024). It means that the null hypothesis was rejected and alternative hypothesis was accepted. Therefore, the researcher concluded that the students' writing achievement achievement who were taught by through local culture contextual-based approach were better than the students' who were taught by through textbook. It was indicates, 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 by through Local culture contextual-based approach was one of the best techniques to improve the students' writing ability.0

d. The Effectiveness of Using Local Culture Contextual-Based Approach

After elaborating the findings in the previous part, the researcher in this part want to display the data to know the students' feeling and experience during the implementation of Local Culture Contextual-Based Aproach in teaching writing.

The data taken from interview process by delivering some questions to the students.

1) Students' Feeling

The question given was different to know the students feeling. The first question to be asked is about the method delivered by the lecturer in teaching writing.

Students 1:

"Beda-beda metodenya. Karena setiap semester pembelajaran writing beda dosen mengajar mata kuliah tersebut di kelas saya……"

("Different methods. Because every semester of writing learning, different lecturers teach these subjects in my class……")

Students 2:

"Setelah mengikuti mata kuliah writing di setiap semester yang diajarkan beberapa dosen sejauh ini ada berbagai macam metodeyang digunakan ….

("After taking writing subject in every semester taught by different lecturers, so far there are various methods used...")

The interview results above show that teachers used different methods, assignments, and feedback in the writing subject. Thus, the researcher focused on methods, delivery materials, assignments, and feedback to determine of how writing teachers teach in the classroom.

Students 3:

"Metode Local Culture yang dipadukan dengan diskusi disertai penugasan, saya senang ketika dosen melakukan brainstorming terhadap topik yang akan dibahas, karena akan lebih memudahkan sekaligus memancing mahasiswa untuk berdiskusi (diskusi membuat saya lebih berpikir) lalu praktek dengan tugas yang diberikan oleh dosen."

("The local culture method is combined with discussion and assignments, I'm happy when the lecturer brainstorm on the topic to be discussed because the

brainstrom will make it easier and at the same time provoke student activity to discuss (discussion makes me think more) then practice with the assignment given by the lecturer.")

Student 4:

"Saya merasa enjoy belajar menulis ketika menggunakan metode local Culture dimana 30% guru, 70% student center karena menurut saya dengan penerapan student centered dimana mahasiswa lebih banyak menggali, berpikir, berlatih, dan berpendapat, mahasiswa dapat membangun kemampuan menuangkan idenya menjadi tulisan yang menarik dan dengan kaidah yang benar melalui bimbingan dari dosen. Dengan kata lain, kelas menulis dimana suatu keterampilan atau kemampuan akan lebih efektif jika mahasiswa dapat banyak berlatih dengan evaluasi dosen.

("I enjoy learning writing when using the method 30% of the teachers, 70% are student-centered caused where students explore more, think, practice, and have an opinion. Students can build the ability to put their ideas into exciting writing and correct rules through lecturers' guidance. In other words, a writing class that is a skill or ability will be more effective if students can practice a lot with lecturer evaluations.")

2) Students' Experience

The next interview is to collected the data about the students' experience, did they get any new experience during the lesson or no.

Student 1:

"Pada mata pelajaran writing saya merasa nyaman ketika metode yang digunakan guru menyenangkan, karenakan nantinya akan berimbas bagaimana guru berinteraksi di kelas sampai dengan pengevaluasiannya".

("I felt comfortable when the method used by the teacher is fun, because it will affect how the teacher interacts in the classroom and how the teacher evaluates it.")

Student 2:

"Saya suka ketika dosen menjelaskan materi selalu disertai dengan beberapa contoh agar mahasiswa lebih paham."

("I like when the lecturer explains writing material, it is always accompanied by several examples so that students had a better understanding.")

Student 3:

"Dosen menyampaikan materi dengan baik. Menjelaskan, memberi contoh, memberi latihan, lalu dia mengecek hasil yang saya tulis. Menanyakan pendapat mahasiswa tentang sesuatu yang merupakan unsur penting dalam menulis, agar daya pikir kritis mahasiswa berkembang dengan baik. Kemudian dosen menjelaskan apa yang telah dibahas lebih detail."

("The lectures delivered the material well with explaining, giving examples, giving exercises, checking the result that I wrote. Asking students' opinions about something is an important element in writing, so that students' critical thinking is well developed. Then, the lecturer explains what has been discussed in more detail.")

Student 4:

"Saya merasa lebih baik ketika dosen menggunakan brainstorming. Karena intinya adalah "brainstorming dan mengeksplorasi berpikir kritis", sebelum memulai pelajaran guru membuat siswa berpikir terlebih dahulu agar siswa bisa lebih fokus di awal pelajaran"

("I felt better when lecturers use brainstorming. It because, the key point is "brainstorming and exploring critical thinking," before starting lessons the teacher makes students think first so that students can focus more at the beginning of the lesson.")

B. Discussion

In this research, the researcher applied quasi experimental research with two group pretest and posttest design. Therefore, the researcher gave treatment for two classes: experimental and control class.

The researcher taught about the descriptive text in the pre-test through local culture strategy in the class. The researcher found that the students still difficult to write without guided from the teacher, when they got a free topic they are still confused what they want to write in the paper. Their structure in writing is poor, their grammar not complex because the grammar is not relevant with the topic. The difficulty of the students in grammar had been analyzed, so the

researcher had to think the solution with local culture, which is considered having better moral values and can help to create meaningful learning and it influences students' learning style (Goodson, 1993; Rao, 2002). That is why the researcher decided to do the post-test after giving treatment.

Before giving treatment, the students' of Universitas Muhammadiyah Parepare, mean score in experimental class was only 59.55 it was categorized as poor classification with standard deviation 8.57. While, in control class the mean score of the students was 60.35 with standard deviation 7.19. It means that the students' writing achievement both in experimental class and control class before gave treatment was classifieds poor (Permendikbud 2014). This affects the student low achievement in writing achievement. They encounter the problem is exploring idea. They doubt to express their idea in English because they have limited word and sentences in their mind and they are not able to use language accurately. Furthermore, conditions affect the students' score in English because writing is one of the sub skills that should be learned by the students' when they are learning English. Therefore, the researcher was tried applied local culture contextual-based as technique to improve the students' writing achievement achievement.

After giving treatment, the writing achievement of the students' both in experimental class and control class are improving. However, the improvement is different Most of students' in experimental class are classified in good classification after getting treatment by using local culture contextual-based approach , whereas most of them were in average classification before getting treatment. In other hand, the student's writing achievement of control class also

improved. But, there was only a little improvement of students' achievement in control class. It was proved by most of students' in average classification before getting treatment and was in good classification after getting treatment.

The description of the data collected through the local culture strategy described in the previous section shows that the students' writing skill has improved. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after presenting in teaching writing through local culture strategy is better than before the treatment was given to the students. The students were also very interested in learning writing by local culture as shown.

From the practical view, the research finding indicated that bringing local culture in English language teaching would build up learner's cultural knowledge, awareness, and competence. The teaching of writing gave advantage to the students to have many ideas in introducing their own culture. They did not have any difficulties in gathering ideas to write something they know very well. This finding is in line with the literature that states that language is not only communicating with words but it is the root of cultural and contextual schemata and frames.

Therefore, it can be concluded that using local culture contextual-based approach in learning writing can improve the students' better than using using textbook technique. Table 6 reveals that t-test value on posttest is higher than t-table value of the students' achievement. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H_1) is accepted. It can be. Concluded that

there was a significant difference between the students' who were taught by using local culture contextual-based approach and the students' who were taught by using using textbook technique. Finally, the researcher concludes that by using local culture contextual-based is one of technique the better ways to improve the students' writing achievement.

They are not feel bored in learning through this strategy. They are excited to write text because the researcher used the media is picture and the students can write freely about their own ideas that came from their head based on the picture. Giving the local culture texts to the students in writing class can be the way to involve the students in the learning process. It happens because the nature of local culture texts is the texts which contain the local events, environment, norm, news, and culture. The use of local culture texts will give some advantages. They are closer to the students' life. Culture consists of values, beliefs, and ways of perceiving (Irvine and York, 1995).

Significant distinction in writing success had been discovered between beginners who acquired ordinary writing that depended on the textual content books solely and these who had been skilled to use local culture contextual-based approach to brainstorm, generate and prepare idea. This ability that use of local culture contextual-based approach proved to be a effective way for enhancing students' capability to generate, visualize, and arrange idea. It made the subject matter greater structured. Students' that had been the usage of local culture contextual-based approach grew to become quicker and greater environment friendly in producing and organizing thoughts for the paragraph and have been

capable to generate extra distinct thoughts than students' who did not use local culture contextual-based approach. Moreover, the current learns about published high-quality impact of local culture contextual-based method on learners' attitudes in the direction of local culture contextual-based approach activity.

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 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, by learning English, indirectly they were helped 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 skill (in getting ideas) but also in knowing their own culture and share it in written way.

Based on the interview process, the student's feeling and experience got 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 delivered material in detail, given the examples, assignments and providing feedback. From interviews results, the students felt that their writing skills had increased when the teacher applied these things.

Second, the delivery of material by the teacher. From the questionnaire results, showed that the flow of material delivery used by the teacher used

brainstorming first, then explained the material and then gave examples to make students satisfied. From the students' responses, the researcher found that the teacher's delivery in detail and repeatedly after being given examples and exercises could make students understand the material well (Putri,2021).

CHAPTER V

CONCLUSION AND SUGGESTION

This section is divided in two parts, the first part talk about the conclusions of the research and the second is about the researcher's suggestion.

A. Conclusion

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 writing achievement of Second Semester of English Department Students of Universitas Muhammadiyah 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. By correlating this result with the testing hypothesis, it indicated that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

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.

B. Suggestion

1. Suggestion for the students'

Students' must analyze different aspects or achievement textual content such as; language facets and typical constructions on the grounds that the students' comprehending of these aspects affect the students' success of gaining knowledge of in writing achievement text. Students' ought to be first off taught the use of previous aggravating earlier than they are taught how to write a achievement text

2. Suggestion for the teacher
    a. The teacher to use local culture contextual-based as one way technique in teaching English to increase the Students' writing achievement.
    b. The teacher has to creative in making and giving the material in conducting the Teaching and learning process. Besides that, the teacher also has to apply vary of teaching technique and method in a class and motivate the students' to improve their writing achievement, so they were interested and not boring in learning English.

1. For the next researcher
    a. Local culture contextual-based is one technique of learning writing which can be used in teaching writing achievement because this technique of local culture contextual-based can help the students' to improve their achievement in teaching-learning English
    b. This study gave the researcher an experience of conducting a teaching and learning research which basically important for the development of the

researcher’s competences. This research gave opportunity for the researcher to apply what had been earned from academic learning and gave contribution to solve real problems in the field. Moreover it will also give advantage to another researcher who takes the same topic to use this research as a reference to conduct the research. Therefore, this research could be a reference for the next researcher to conduct the research which related with this research in the future.

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PRE-TEST AND POST-TEST FOR EXPERIMENTAL AND CONTROL CLASS

INSTRUCTION:

1. Put your name on the right top of the paper.
2. Write down one of your local culture in about 100 to 150 words. Your time availiability is not more than 80 minutes!

INSTRUMEN PRE-TEST

1. Personal Background
    a. Name:
    b. NIM :
    c. Semester :
2. Instruction: Choose one of the topics below and write a descripte text in paragraphs (100-150 words). Your time allocation is about 60 minutes
    a. Mappacci
    b. Tari gendrang bulo
    c. Tari padduppa
    d. Ainun Habibie statue
    e. Mendre Bola Baru
    f. Mappettu ade

INSTRUMEN POST-TEST

1. Personal Background
    a. Name:
    b. NIM :
    c. Semester :
2. Instruction: Choose one of the topics below and write a descripte text in paragraphs (100-150 words). Your time allocation is about 60 minutes
    a. Mappacci
    b. Tari gendrang bulo
    c. Tari padduppa
    d. Ainun Habibie statue
    e. Mendre Bola Baru
    f. Mappettu ade