CHAPTER 1

INTRODUCTION

This chapter discusses the background of the research statement of research problem,the objective of the research,the significance of the research and the scope of research.

A. Background

English is becoming a global language as a tool that connects people all over the world. Meanwhile, in Indonesia, English is used because foreign languages were first taught after independence in 1945. From the simple to the tertiary level, every level of education in Indonesia places English as one of the compulsory subjects taught in schools.

As we know, language skills are divided into four aspects, namely listening, speaking, reading, and writing. One of the abilities that will be improved by this research is the students' writing ability. Writing ability is one of the skills that must be mastered by students learning English. Because it can help express or issue ideas used in a sentence or essay. Writing ability is very important for students in practicing their skills by providing ideas in each piece of written work. which refers to the ability to communicate by reading and writing. In writing, there are subjects that students must master, such as descriptive text, recount, report, procedure, news, hortatory exposition, analytic exposition, explanation, discussion, and review.

The lack of students' writing skill at SMK Negeri 2 Parepare is caused by low writing skills, a lack of response or student motivation in learning English, and

teachers who still use the same techniques, strategies, and methods in every meeting, making students feel bored. This happens because of low mastery of English or grammar, or maybe because the material is not appropriate and the frequency of training is inadequate. So the researcher wants to apply a different method to improve students' writing skills by using local culture in the practice of teaching English. By using the local culture of South Sulawesi, especially Sidrap-Parepare, it can help students understand and express what is on their mind in written form. The use of sidrap-parepare local culture in teaching English writing will make students think because the topic of local culture involves topics that are familiar to students.

Hartini (2012) argues that the teacher inserts local culture in the form of ideas, norms, morals, ethics, and religion, values, activities (traditional ceremonies), and artifacts (history or tourist attractions, food, and stories). By using local culture, students can gain knowledge about culture and character education through some moral and value lessons from the text.

Based on the problems mentioned above, the researchers tried to improve he students' ability to write descriptive text using the local culture of Sidrap-Parepare with the title "The Use of local culture-based English material to improve the Student's Writing Skills on Descriptive Text".

B. Problem statement

The lack of students' writing skills in English, especially at SMK Negeri 2 Pare-Pare, is the main obstacle. Therefore, the researcher formulates this problem in the form of interrogative sentences as follows: "Is there any writing improvement for students when local culture-based material is used in teaching descriptive text"?

C. Research Objectives

Based on the formulation of the problem above, the purpose of this research is to determine the improvement of the use of local culture-based English materials to improve the student's writing skills in descriptive texts.

D.The significance of research

The results of this research are expected to provide benefits and input for all parties, especially students, teachers, schools, and researchers. The expected benefits of this research are:

1. For teachers

The selection of supply books for learning English is done by the teacher. So, knowing the importance of cultural content, teachers will be more selective in choosing the most appropriate textbooks for their students.

2. For student learner

Foreign English greatly benefits when textbooks have been upgraded in terms of their cultural content, as they will receive culture-based knowledge along with English language skills.

3. For further research,

Then it can be beneficial information and resources for further research and can create new writing methods that are creative, interactive, and effective.

E. The Scope of the study

The scope of this research focuses on the use of local culture to improve students' writing skills on writing descriptive text atSMK Negeri 2 Parepare. This research limits the research only to the application of the use of local culture in improving writing skillsat SMK Negeri 2 Parepare. In this case, this researcher is limited by discipline, content, and activities as follows:

1) Disciplinedly, this research is limited to the field of study in terms of the process of teaching English, especially English by using local culture on descriptive text
2) Based on the content, this research aims to determine the students' writing ability. At this stage the researcher gave a pre-test to the students before being given treatment and the researcher used local culture in making descriptive texts to improve students' writing skills.
3) In terms of activities, this research applies local culture in teaching where students try to describe objects related to local culture. Then students begin to pay attention to the steps taken in the descriptive text, and students begin to describe the object according to what they know.

CHAPTER II

LITERATURE REVIEW AND RELATED LITERATURE

In this chapter, there are several sections that will be explained. There are some proven research findings, some applicable thoughts, and a conceptual framework. Are as follows:

A. Some Previous research Findings

There are several researchers who have conducted research through several strategies or methods in teaching writing. They are as follows:

The researcher is from Grietje (2019), who did the research to improve descriptive skills based on local culture using the field trip method. The results of student analysis found that students' skills improved by applying the field trip method in the learning technique because it could create a learning environment that aroused interest in studying local culture and poured it into descriptive essays. through the application of this method in learning, students get new experiences, and it is easier for them to remember what they observe because they look directly at the object, in contrast to what they learned previously, which most effective displayed pictures or motion pictures. Apart from making direct observations of the object, they could also ask the residents directly for information related to the local culture in which they lived.

Further research results from Setiawan (2017) who did the research to improving descriptive skills based on local culture using writing learning media for BIPA The results of the analysis and discussion in this study indicate that teachers use learning media, especially in writing skills. Media for learning

writing skills in BIPA include film media, local music, pictures, demonstration media, and the lives of the surrounding community. In addition, learning is also carried out outside the classroom so that students can apply learning materials directly to understand the local culture and improve their writing skills.

Other research from Mustadi & Irvan (2021) who did the research to improve the writing of the descriptive text-based story calendar.The results of this study's wisdom -based learning can improve students' ability to write stories.Because stories based on local culture-based learning are easier for students to reach. They are more contextual and closer to the student learning environment. The results showed that calendars based on local wisdom were effective learning media to improve students' narrative writing skills. The use of calendars based on local wisdom is an effective way to improve students' narrative writing skills. For some reason, the improvement of students' narratives by using local wisdom calendars is caused by several factors. Because it contains pictures, stories based on local wisdom, and activities that support literacy development, media makes learning more focused and fun.

The next research was by Salasiah (2016), who did the research to improve writing by incorporating local culture into writing. The research findings show that by including local culture in writing, students enjoy writing as the given material is familiar to them, while at the same time, they can strengthen their local cultural awareness. Also, strengthening local cultural knowledge in teaching English can help expand students' writing knowledge.

The opinion of researchers Ratna Nurlia and Fitri Arini (2017), who conducted research on the Influence of Implanting Local Culture in Teaching English on Students' Writing Achievement. The idea of bringing local culture into the classroom is in line with the application of the Contextual Teaching and Learning approach. From the results of the study, proving that local culture has a positive effect on students' writing achievement, the researcher gives suggestions to English teachers/lecturers to incorporate local culture into teaching English.

The next researcher from Tanjung (2019) who did the research to improve descriptive skills based on local culture. From the results of interviews with teachers, students never integrate material with culture. based on student perception, integrated materials with their local culture can help them write and be easier to understand because they have background knowledge about their own culture.

Nurfatuhiyah (2017) who conducted research on the development of learning materials based on descriptive texts local culture as learning in junior high schools, based on this research, students do not understand the learning materials or the text because the text presented is a descriptive example text on national culture that makes students feel bored when facing other people's cultures. Researchers design learning materials that describe local because it has a big influence on students' cultural understanding. Students prefer learning that is close to their daily lives.

The last researcher from Nurlista (2001) who conducted studies to improve the writing of descriptive text based on local culture in Palembang, applied LSLS

for students to understand learning. The result of this study is that using local culture in learning can help students understand the concept of learning descriptive text. Students use local culture in the learning process, especially in writing descriptive texts. On average, students are more interested and helpful in learning descriptive texts because they use the context of traditional food that they know in everyday life. it is easier to describe objects around them.

B. **SOME PERTINENT IDEAS**

1. The Concept of Writing

a. Teaching Writing in class

Abadi, Ahmadi & Mehrdad (2015) states that writing involves several elements to interact to get the final product, namely text, writer, and reader.Whereas in learning to write there are three objectives that can be distinguished based on the vies of a teacher, namely focus on the language itself, focus on communication, and focus on forms and messages

Teaching writing: There are many approaches to teaching writing. Teachers must choose the right approach when teaching writing so that teaching becomes interesting, and students do not feel bored while learning. Students enjoy learning English with the teacher's use of the right approach and strategy. According to Gert R, Hub Vd Burgh, Michael C, and Hillocks (2005).There are two alternatives in using the stimulus, namely the natural process approach and the environmental /guided approach. In the natural process approach that a teacher can encourage student to collaborate,be creative,and receive feedback on informational text.

b. Components of Writing

According to Shchadeh (2011), there are five components of writing, namely:

a) Subject Knowledge Content: Thesis Development, Topic Coverage, Detail Relevance, Substance, and Detail Quality.
b) Organization: mixing of expressions, clarity in the expression of ideas, support, organization of ideas, sequencing, and development of ideas
c) Use of sentence structure and arrangement; agreement accuracy and precision; number; tense; grammar; articles; pronouns; prepositions; and bargaining
d) Coverage, accuracy of chosen word/idiom, mastery of word forms, appropriateness of registers, and effectiveness of word delivery are all aspects of vocabulary.
e) Mechanism for writing conventions of spelling, punctuation, capitalization, paragraph binding, and others.

c. Writing Process

According to Onozawa (2010), writing is that language learners focus on the process in which they produce a written product rather than the product itself. The writing process is about how the stages are applied by the author. As stated in writing, there are four stages in the writing process. Namely planning, drafting, editing and final draft. Authors should be topics they want to write on paper. Harmer (2004) describes several stages of the writing process.

a) Planning

At this stage, where students look for ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they must consider

three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas, or arguments.

b) Drafting

After student find ideas related to the topic,then the stages is to start writing the first draft.They write ideas that that will without noticing mistakes.

c) Editing

At these stages,where students must rewrite their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, but it also encourages students to find and correct their mistakes in writing.

d) The Final Version

Is the last stage,where student rewrite their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before. Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are prewriting, drafting, and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming, or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor-initiated questions, and prewriting. Then,

the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

d.The Purpose of writing

According to Reid, the purposes of writing are:

a) For the author's statement can provide information to the reader.

b) Explain that the writer can write something to explain a thing or situation that happened.

c) To entertain the audience, the writer can make the reader happy by reading his writing. So, when we write something, we choose one of three goals that make the audience understand the purpose of writing.

2.The Concept of Local Culture

a. Definition of Local Culture

The first definition of local culture by Hartini (2012) is that teachers insert local culture in the forms of ideas (norms, morals, ethics, and religious values), activities (traditional ceremonies), and artifacts (historical or tourist places, food, and stories). Most of them are wrapped in text. The insertion is done by selecting cultural topics, choosing cultural topics for classroom discussion, designing tasks or projects, and holding study tours to tourist attractions. The reasons are that teachers are aware of the importance of local culture, so students should not forget and be proud of their own culture.

Another definition from Nuraeni & Alfan (2012: 64) is that complementing regional culture is an essential part in the formation of national culture. The local culture, in summary, is a culture that is within the region and has a certain

characteristic that deserves to be preserved and protected. As an overall definition, we can conclude that the local culture-based descriptive text in this study is the text depicting local culture (dances, tourist attractions, and community habits) as the source of the teaching materials product that will be created. The source of the descriptive text in this study is the local culture of the Bima community.

In addition, according to Kneller in Pidarta (2013: 167) says that culture is a way of life that has been developed by members of the community. Thus, based on the definition of culture above, it can be concluded that all the ways of life in society are created by humans themselves.

According to Wallace Stegner (1983) stated that local culture is everything that we do or create that cannot be separated from our live where we live or work. Some people will being bring a lot of knowledge into their activities.

b. The Elements of Culture

1.) Language

Language is a source of communication and is used to Convery massages from two other.Language differs from culture and are passed down from one generation to other.Language is foundation of a culture and the ticket for entry into social life.Animals don’t have a special language to convey word to other.So, language is the key to unlocking the life of an individualwith some special characteristics of our behavior

2.) Norm

Norms as elements of culture are the rules that become guidelines that determine a person's behavior. Norms keep a person within the boundaries of his society and culture. It gives us limits on what to do and what not to do.

a.) Folkways

Folkways are the simple, everyday ways of the people. It is the normal and habitual action of people within a culture. Folkways are the recognized or accepted ways of behavior. These are the general behavioral patterns that a person uses in his daily life.

b.) Mores

Mores is a Latin word and the plural of mos. which means costumes or beliefs in accordance with a group's customary expectations. It is the "must" behavior of a person. Mores refers to what ought to be and what ought not to be. Mores are serious norms but are informed by folkways.

c.) Value

Values are what we love and what we say will work in our society.They are good ideas and thought of a person.Some values are hereditary,which we get from our parents and book. Culture is full of values and can be passed down from one generation to the next.When a natural object acquires meaningit becomes a value.

d.) Faith

Every culture has some beliefs for the protection of culture. this belief is responsible for the fulfillment of spiritual needs and desires.

e.) Cognitive Element

The cognitive elements of culture are the thoughts through which an individual knows how to cope with interesting social situations.How to survive, how to make protection from it, how to transport and transport food, are practical knowledge that shapes culture.

c.Local Culture in Teaching Writing.

Thought descriptive text teaching material based on local culture, student find information about their local culture.Student must get to know the culture in their respective regions before getting to know Indonesian culture more broadly. By developing teaching material for writing descriptive text based local culture, it is hoped that learning to write descriptive texts is more varied, creative and attracts students' interest to be active in learning to write and can shape the personality of students who love local culture.Seeing the fact that the younger generation is the younger generation. Therefore, it is very important to explore and fulfill the basic requirements of the values contained in traditional arts. In line with the statement of M. Nuh, observer and religionist, Ketut Sumadi stated that the role of educational institutions is very important in teaching procedures to define culture in cultural diversity. Moreover, the Indonesian nation consists of various ethnic groups, religions, and cultures. The process of supporting the nation's cultural roots, education is important because people can realize that a friendly and tolerant national identity is a historical reality that must be maintained.

3. The Concept of Descriptive Text

a. Definition of descriptive text

Descriptive text material is easy but very difficult for students to understand. In descriptive text material, there are many aspects that must be taught. Then students usually describe animals, humans, and objects. Based on Dahler and Betsyeka Maria Isabella (2018) Writing descriptive text is imagine and draw the focus of one object in detailed by using interesting sentences. In this activity students can analyze and imagine real objects. If the teacher does not give a real

or more complicated objection such as a good look at mountains, lakes, beaches, seas, or others find difficult

According to Kane (2000), a description of sensory manipulation,how something looks,sound and feels.It's mostly about visual experiences,but description also related to other types of perception that take a lot of time to comprehend.Typical foods,traditions,as learning material for innovation.

Eko Noprianto (2017) states that descriptive text is one of the genres that must be mastered by high school in Indonesia.This requires the teacher to be able to convey it well in class. The results showed that the main problems of students in writing descriptive text lie in three aspects: The inability to adapt social function text, difficulties in writing descriptive text with a chronological schema structure and difficulties in filling out text with appropriete linguistic features such as the use of non specific participants.

b. Generic Structure (How text is structured) of Descriptive Text

When writing descriptive text,there are some genetic structures (although not mandatory) for our writing to be true.The arrangement is:

1.) Contains Identification about the identification of a person, place, animation, or object.

2.) Contains descriptive text of animals,objects,or people by describing features,shapes,colors, or anything related to what the author describes.

c. Types of Descriptive text

There are three types of descriptive text from Rahmad & Anni (2017) which show an object:

1.) Social Function**:** The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

2.) Generic Structure

It is divided into two parts: (a) identification, which is a statement containing one topic to be described, and (b) description, which is a detailed description of the object identified through in identification.

3.) Grammatical Features

In descriptive text, it focuses on specific participants, uses of attributes, declarative sentences, and simple present tense.

d. Descriptive Text Characteristics

Descriptive text in English itself has its own linguistic characteristics compared to descriptive text in Indonesian. The following are some linguistic characteristics of descriptive text:

1. have specific nouns, such as house, my rabbit, teacher, and so on
2. Using the simple present tense
3. Detailed noun phrases function to explain or provide specific information about the subject. For example, she is a sweet young lady.
4. There are various kinds of adjectives. The adjectives in this description text are describing, numbering, and classifying. For example, there are two strong legs, two white fangs, etc.

5. There are realizing verbs that are useful to explain information about the subject in the text specifically. For example: my mom is cool; she has very thick fur, etc.

e. Procedures and Steps for Writing Description Text

a.) Choose a theme or topic that is the basis for the depiction.

This chapter, the writer must be serious about the theme/topic that will be described in the descriptive text. For example, the author wants to determine the theme of education, then the topic of the descriptive text can be the beauty of the school, the state of the classroom, or the condition of the school fair, etc.

b.) Conducting observations (observations) on objects

After determining the topic of the paragraph, the author can determine the scope according to what he wants to illustrate, for example, a school, university, classroom, or school fair location. To be better, the author must really observe the object personally and record every detail of things, events, atmospheres, or objects that are around it.

c.) Collecting data in the form of examples, pictures, numbers, graphs, or statistics as illustrations

At this stage, all the data obtained from the observations is collected. To be neater, the data can be sorted according to category and type. This, of course, will make it easier for the next process.

d.) Establish appropriate and appropriate development patterns.

After the data is collated properly,the write determines the pattern of the desired descriptive text development.

e.) Develop a paragraph framework in the form of basic ideas and explanation ideas.

At this stage, the author determines the main ideas of each paragraph to be compiled. In addition, explanatory ideas are also prepared to support the basic ideas of the main inspiration. This process becomes the main foundation before entering the process of writing a paragraph outline.

f.) Develop the outline into a complete paragraph using logical and coherent sentences.

In this section, you will combine sentences that contain basic and explanatory ideas using appropriate conjunctions so that the sentences and paragraphs that are created become logical and coherent.

g.) Editing the description text or paragraph

The last step in the chapter on the development of text and descriptive paragraphs is editing. Complete essays that have been finished cannot be guaranteed to be safe from the application of wrong, non-standard, or incomplete words. Therefore, the process of editing text or paragraphs is needed to re-check the choice of words (diction), affixes, punctuation marks, conjunctions, and completeness of the information. After that, corrections in the form of adding or changing words may be made in order to create a more perfect work.

C. Conceptual Framework

There are three main components are explaine in the following:

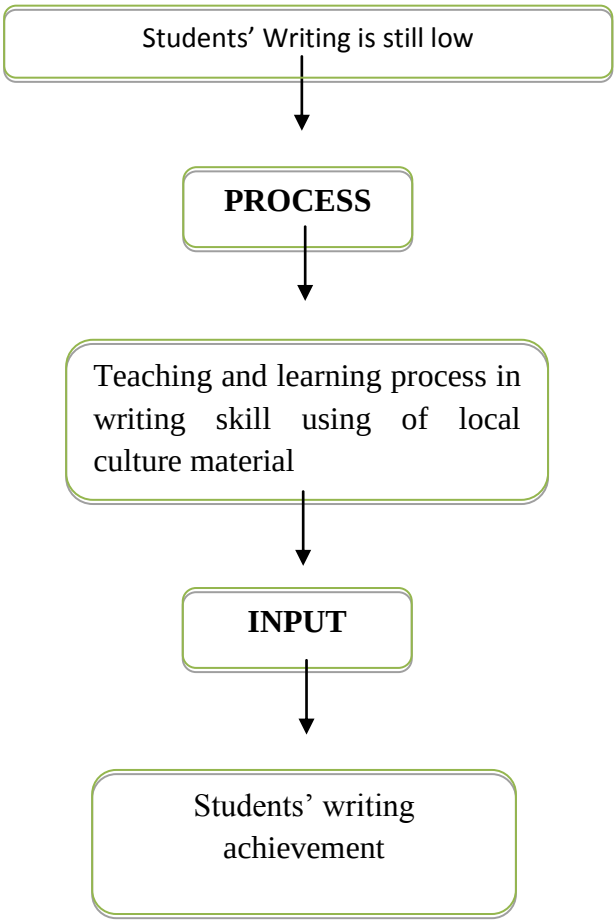


Figure 2.1 Conceptual Framework

The diagram above was described as follows

1. Input

The aim of the researcher in class X TPL A at SMK Negeri 2 Parepare is to find out whether the use of local culture can improve the skills of writing descriptive texts. Before the researcher conducts research and applies local culture to improve students' writing skills, the researcher first gives a pre-test to the students.

2. Process

From what was collected by the researchers through a pre-test before giving treatment to students, This is because the media, strategies, methods, or techniques used by the teacher are always the same, so students are less interested in participating in learning, especially learning English. Therefore, the researchers tried to use the local culture of Sidrap-Parepare in writing descriptive texts. At this stage, the researchers carried out the learning process with descriptive text material. Then the researcher taught the students descriptive text using local culture in Sidrap-Parepare, explaining the steps that must be taken before describing the object.

3. Output

The researcher hopes that there will be a comparison between the pre-test and post-test in the classroom so that it can be seen whether the descriptive text learning method based on local culture can improve students' learning abilities.

D. Research Hypothesis

The writing ability of SMK Negeri 2 Parepare students is better than after they were taught using local cultural materials to improve the students' writing ability.

The hypothesis of the research is:

1. H_0 (Null Hypothesis): Students' writing abilities are not better after being taught by using the local culture Sidrap-Parepare in writing.
2. H_1 (Alternative Hypothesis): The student's writing abilities is better after being taught by using local culture Sidrap-Parepare writing.

CHAPTER III
RESEARCH METHODS

This chapter discusses research design, operational definitions of terms, research subjects, research instruments, data collection procedures, and data analysis techniques.

A. Research Design

The design of the research was be conducted by using a pre-experimental, with a design that only included one group or class that was given a pre-test and post-test. The pre-test and post-test of this one group were designed in one class without a control or comparison class. Researchers provide care to class X SMK Negeri 2 Parepare. The researcher applied a pre-experimental design that applied the pre-test and post-test one Group design. The design is illustrated as follows:

Table 3.1 Pre-Experimental Research with One Group Pre-test and Post-test Design

Pretest	Treatment	Posttest
O_1	X	O_2

Where:

O_1 : Pre-test

X :Treatment

O_2 :Post-test

(Sugiyono,2014:7)

B. Research Variables and Operational Definitions of Variables

1. Research Variable

There are two variables in thisresearch, namely the independent variable and the dependent variable.

a) The Idependent variable: Local culture based materials are materials used to improve the writing skills of SMK Negeri 2 Parepare
b) The dependent variable: Improved ability to write descriptive text for students of SMK Negeri 2 Parepareafter researchers used the local culture of Sidrap-Parepare

C. Operational Definition:

a) Writing is the process of expressing one's ideas or thoughts in written form.
b) The use of local culture is one of the learning materials on students' understanding of describing an object related to local culture, such as traditions, traditional foods, or famous natural attractions in South Sulawesi, especially in Sidrap-Parepare , using ideas, imagination, and so on.

D. Populasi dan Sampel.

1. Populasi

The population in thisresearch were students of class XSMK Negeri 2Pareparein the academic year 2021/2022. There are 2 classes. Class X TPL Persis A has 37 students, while Class X Persis B has 36 students. So, the total population is 73 students.

2. Sampel

The sampling technique in this research used a random sampling technique in class XSMK Negeri 2 Parepare. Random sampling is sampling indiscriminately, meaning that all individuals are given the same opportunity to be selected as members of the research sample.

The steps for determining the sample are as follows:

a. Identify all students in Grade X at SMK Negeri 2 Parepare
b. Pick a class at random from the list of available classes.
c. The selected class was used as the research sample, namely Class X TPL A at SMK Negeri 2 Parepare

E. The instrument of the research

The instrument was used to achieve data accuracy, and the researcher used one of the instruments, namely a written test consisting of a descriptive test in which students were given a topic to describe, as an instrument to obtain data. The researcher gave two tests to the students, namely a pre-test and a post-test. The pre-test aims to measure the initial knowledge of writing skills before being given treatment. A post-test was given after treatment.

F. Data Collection Procedure:

The procedure for collecting data was presented chronologically as follows:

1. Pre-test

Before giving the treatment, the researcher conducted pre-test on the sample. This research asks students to describe “animals”. This is to determine the students' initial knowledge of writing skills.

2. Post-test

After giving treatment, this researcher gave a post-test to determine the value or achievement of students' writing skills. This is done to determine student achievement before and after treatment using local cultural Sidrap-Parepare to improve students' writing skills. After being given a pre-test, the study found differences in student scores before and after treatment.

G. Treatment

The first meeting, the researcher determines the goals that are expected and achieved by the students, and the students are informed of the learning so that they understand the objectives to be carried out.

The second meeting, at the beginning of the lesson, explained the specific writing skills of descriptive text. Researchers explain the intent, purpose, and characteristics in describing local culture such as customs, special foods, and tourism in Sidrap-Parepare. And explain the steps that students must pay attention to in writing descriptive text.

The third meeting at the treatment stage, the initial meeting showed some pictures of local culture in Sidrap -Parepare for example pictures of traditional foods, tourist attractions, and traditions. As well as guiding students and describing objects so that students can develop the ideas they put forward. Then, at the end of the lesson, students are asked to describe the object according to their abilities based on the steps that have been explained.

The fourth meeting, at the treatment stage, the beginning the researcher divided students into 3-5 groups. The study randomly distributed several

picturesof local culture in each group. After that, they were asked to describe the picture. Then one of them read the descriptive text they made in front of their friends.

H. The Technique of Data Analysis

1. Scoring the result of the students' test

Aspect	Score	Performance Description	Weighting.
Content (C) 30% -Topic -Details	4	The topic is complete and the details are clear related to the topic	30x
	3	The topic is complete and clear, but the details are almost related to the topic	
	2	The topic is complete and clear, but the details are not related to the topic	
	1	The topic is unclear, and the details are not related to the topic	
Organization(O) 20% -Identification -Description	4	Identification is complete and description is drawn up with proper link	2x
	3	Identification is almost complete, and descriptions are drawn up with nearly propped links	
	2	Identification is incomplete, and description is structured with little misuse of conjunctions	

	1	Incomplete identification, and description set with connection abuse	
Grammar (G) 20% -Use Present -Agreement	4	Very few grammatical or convention inaccuracies	2x
	2	Slight grammatical or agreement inaccuracies but no effect on meaning	
	2	Many grammatical or convention inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and forms	1,5x
	3	Few misuses of vocabulary, word forms, but not change the meaning	
	2	Limited range confusing words and words from	
	1	Very poor knowledge of words, words form and not understand able	
Mechanics (M) 15% -Spelling	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	

-Punctuation -Capitalization	2	It has frequent errors of spelling, punctualities, and capitalization	
	1	It is dominated by errors of spelling punctuation and capitalization.	

Adapted from Brown (2007)

After doing the data analysis technique according to Brown's writing assessment, do the calculating for the value of the student goals to match the Dirjen Pendidikan Dasar dan Menengah. Can be seen below.

2. The score classifies based on components observed

$$\text{Students}'\text{score} = \frac{Students'achivement\ score}{maximum\ score} \text{x } 100$$

(Direktorat pembinaan, S. M. A., Pendidikan, J., & Pendidikan, M. K., 2018)

3. Classifying the score of the students

Next is classifying based on the results a student obtained. The data is classified by referring to the scoring system. This can be seen in the table below.

Table 3.1 Scoring classification

No	Predicate	Classification	Score
1.	A	Very Good	86-100
2.	B	Good	71-85
3.	C	Poor	56-70
4.	D	Very Poor	0-55

(Direktorat Pembinaan,S.M.A.,Pendidikan, J., & Pendidikan, M.K., 2018)

4. The mean score of the student's achievement

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

Where:

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Mills & Gay, 2019)

5. The formula of standard deviation

$$SD = \sqrt{\frac{SS}{N-1}} wHereSS = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

SS : Sum of squares

SD : Standard Deviation

SS : Sum of squares

N : Total number of subjects

$\sum$: The sum of the squares; square each score and add up all the squares

N : Number of students

(Mills & Gay, 2019)

6. The test of significant

The formula that used to calculate the of t-test value to identify the difference between pre-test and post-test the presented as follow:

$$t = \frac{\Sigma D}{\sqrt{\frac{n\Sigma D^2-(\Sigma D)^2}{n-1}}}$$

Where:

T : Test of significance

∑ : The sum of the squares; square each score and add up all the squares

N : Number of students

D : The difference between the paired scores

(Mills & Gay, 2019)

7. Criteria of testing hypothesis

The students writing of SMK Negeri 2 Parepare is better than after they are taught local culture

8. Research Schedule

This research will take about fifth weeks with several materials as long as the research process. The schedule of this research as follows

Table 3.2 Research Schedule

No	Activities	Weeks				Ket.
		1	2	3	4	
1.	Pre-Test					
2.	Treatment					
3.	Post-Test					
4.	Data Analysis					

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and the findings. Findings are student scores obtained through tests. In the discussion stage, the researcher explains the interpretation of the findings.

A. Findings

In this section, the findings were obtained through a writing test for students of Class X TPL A SMK Negeri 2 Parepare for the 2021–2022 academic year. The researcher applied all the procedures that had been shown in the preview chapter. The researcher gave two writing tests, namely pre-test and post-test. This aimed to determine the significant differences between students. After giving the test, the researcher analyzed the data. These are discussed as follows:

1. Pre-Test

The researcher conducted a pre-test to find out how the student ability in writing,especially descriptive test,was before being given treatment in class. Based on the results of the pre-test in class, the researcher gave the following frequency and percentage analysis:

Table 4.1 Shows the percentage of students who scored well on the writing skills pre-test.

No	Classiffication	Score	Frequency	Experimental
1.	Very Good	86-100	-	0%
2.	Good	71-85	-	0%
3.	Poor	56-70	5	13,9%
4.	Very Poor	0-55	31	86%

Table 4.1 It can be seen from the table above that there are variables in the pre–test results. 31 students with very poor classification and 5 students with poor classification.There are no students with very good and good classifications. It means that students writing ability is still very low.

2. Post -Test

Researcher to find out how students wrote descriptive texts about the "local culture Sidrap "after being given treatment in class. Based on the post-test in class, the researcher gave the following frequency and percentage analysis:

Table 4.2: Post-test percentage of student writing skill score

No	Classiffication	Score	Frequency	Experimental
1.	Very Good	86-100	7	19%
2.	Good	71-85	27	75%
3.	Poor	56-70	2	5.5%
4.	Very Poor	0-55	-	0%

Table 4.2 shows that after applying local culture, students' abilities increase, as evidenced by the number of students enrolled. There are 27 students with very good qualifications, and 7 students with good qualifications, there are 2 students with poor qualifications. And there are no students with very poor qualification.

From the post test results.36 students, the average student's writing ability improved in the content section, they were able to describe objects well. However, judging from the way of writing or arranging, it is not good enough.

3. The mean score. Standard deviation (sd) and the mean difference of the students' pre-test and post-test

Table 4.3 Average Score and Standard Deviation (SD) of Students

Sample	Mean Score	Standard Deviation
Pre-Test	43,75	9,78
Posttest	78	77

Table 4.3 shows the mean scores, standard deviations, and differences in students' average writing skills after being treated with local culture. In the table above, it can be seen that the mean and standard deviation of the students in the post-test were higher than the mean and standard deviation of the students in the pre-test.

4. The Hypothesis Testing

In testing the hypothesis, the researcher used the t-test formula at the significance level with a = 0.05. The results of manual calculations are shown as follows:

Table 4.5 The t-Test Value and t-Table Value

Variable	t-Test	t-Table value
X1-X2	37	1,689

The results of statistical analysis at the significance level or alpha level (α) = 0.05 with degrees of freedom (d*f*) n-1 = 35 indicate that there is a significant difference between the pre-test and post-test mean values. The average value of the pre-test is 43.75, and the average value of the post-test is 77. In addition, the t-table value is (1.689). This means that there is a significant difference between students' abilities in writing descriptive tests before and after using local culture. It

can be concluded that hypothesis no (H_O) is rejected, while the alternative hypothesis (H_1) is accepted. In other words, the use of local culture in writing stimulates students to write descriptive tests in English.

B. Discussion

In this case, the researcher used a pre-experimental method by writing about local culture. The researcher conducted six offline meetings. The researcher chose 1 class, which would be taught to write descriptive texts using the local culture. The use of local culture in this study could help students understand the material easily. With the use of this local culture, can be interesting and make students not bored with learning. According to Kusuma (2012) and Utami (2014), the learning process will be more useful and interesting for students because they will directly apply their daily tour objects, famous community learners, and traditional mucid.

This research was conducted to see whether including local culture in writing descriptive texts can improve students' writing skills. This is related to several research results which reveal that using local culture can improve students' writing skills, especially in making descriptive texts. This can help students develop ideas and broaden their perspectives on local culture. However, the effectiveness of local cultural materials in learning to write descriptive texts means that they can develop students' ideas for writing descriptive texts. Writing is one of the most important skills in a language. It is the essence of language in building content writing and communication through writing that is not done directly.

The pre-test was conducted by the researcher to find out how students' writing abilities were before being treated in class. It can be seen from the average score

of the students in the pre-test, which was 43.75, which was still very low. and still within the minimum graduation standard (KKM) for English subjects. This shows that there are still many students who have difficulty in writing, especially in writing descriptive texts. This is due to the lack of words in English, so they have difficulty writing.

In this treatment, the researcher conducted six offline meetings. Before carrying out the learning process, the researcher first introduced the name and purpose of the researcher's coming to school. At the first meeting, the researcher given a pre-test. At the second and third meetings, the researcher explained the material about descriptive texts and provided an illustration or example describing local culture. Then, at the fifth meeting, namely group division, the study determined several objects to be described by students. which relates to the local culture in Parepare. The purpose of this group assignment is to increase students' enthusiasm for learning, so they don't get bored. In addition to group learning, it becomes easier because it is done together. At the meeting, the researcher then given the students a posttest to write on. While according to Brown (2001), teachers still need to recognize and take advantage of each student's differences, Group work can be implied as a step towards individualization. Individual activities are still needed to determine student language skills.

. Researchers conducted a post-test after being given treatment by students. This can be proven by the researcher that the average score of the students in the pre-test is 43.75, and after the researcher gives treatment to the students with local cultural material in the descriptive text, the average score of the students in the

post-test is 77. This shows that describing this local culture can help improve students' writing skills. The use of this local culture can make the learning process more fun and make students not feel bored while learning, especially in writing descriptive texts, which will make students enjoy learning more because the material provided is not foreign to them. It is easier to describe something that is around them. Besides, local culture can improve students' writing skills, they also better understand their local culture in depth. This is in line with Uge, Neolaka & Yasin (2019), who stated that teaching materials that contain elements of local wisdom can shape students' knowledge and attitudes. Students' knowledge and character are easily formed because they learn from their surroundings, making learning easier to understand.Also in line with the opinion of salasia (2016) who conducted research to improve writing by incorporating local culture into writing. It shows that students enjoy writing because the material provided is familiar to them, while at the same time it can strengthen their local cultural awareness. also, strengthening local cultural knowledge in teaching English can help expand students' writing knowledge.

Research results by researchers showed that using local culture can improve the ability to write descriptive text, and researchers describe teaching materials for writing descriptive text based on the local culture.For example, typical foods, traditions, and tourist attractions. Why do researchers use the Pare-Pare area because of the average observations? Students live in pare-pare. In addition, it can increase students' insight into local culture. This is in line with Nurlista (2021) that the use of local culture helps students in the learning process, especially in

writing descriptive texts. On average, students are more interested and excited about learning descriptive texts because they use the context of traditional food that they know in their daily lives. It is easier to describe objects that are around.

The results of research conducted by researchers suggest that before students are instructed to understand objects, they provide an overview of how to describe objects to students and ask students to answer, so that there is reciprocity between researchers and students, and this is in line with Grietje (2019), who suggests visiting and observing the source of the description to find out what they will do when they use the object that will be used as a description and taking and taking pictures and videos. The method used by Grietje (2019) to improve students' writing skills by applying the field trip method in the learning process is because it can create a learning atmosphere that arouses interest in learning local culture and pour it into descriptive essays. Students get new experiences. It is easier for students to remember what is observed when they see the object directly

The result of research conducted by researchers suggests that by using local culture, students can come up with more creative ideas because of the objects they see in their lives. This is in line with Thresia's (2015) finding that local culture can increase students' interest and motivation in writing texts. Writing literacy skills for students will be beneficial because, as stated in the article, seeing directly into the local culture will inspire and motivate students according to Puspita (2019), student wisdom-based teaching materials will generate creative ideas and new ways of developing writing skills so that students are able to produce creative writing from their direct experience,

Another opinion from Richards and Renandya about writing description, is to describe in detail places or humans that can be sensed. Thus, the description is a description of the observations and feelings of the reader as if they were seeing the whole object as experienced by the author.

Based on the results of the research above, researchers can prove that the use of local culture can significantly improve students' writing competence at SMK Negeri 2 Parepare. It can be seen from the post-test score (78) which is higher than the pre-test (43.75). that using local culture in learning English, especially in writing descriptive text, can improve students' writing skills, because the material provided is familiar to them. In addition, the use of local culture indirectly increases students' knowledge of local culture.

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CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions that have been presented in the previous chapter, namely in Chapter 4, the purpose of thisresearch was to determine the students' skill to write descriptive text before being given treatment and after being given treatment using local culture. The method used in this research is pre-experimental, with a one group pretest-posttest design.

The point of using local cultural-based materials is as follows:

1. Adding insight into local culture and, indirectly, its ability to have a good effect on the love of students there is local culture.
2. So that students do not feel bored,
3. With the use of local culture, it can help students' express ideas easily because they can see objects directly around their lives.
4. The learning process is more useful and interesting for students because it directly applies to tourist objects, special foods, and their daily traditions.

B. Suggestion

Based on the results of data analysis and conclusions, the researcher provides several suggestions for several elements related to this research, namely:

1. For teachers

The selection of source books for learning English is done by the teacher. So, knowing the importance of cultural content, teachers will be more selective in choosing the most appropriate textbooks for their students.

2. For students Learners

Foreign English greatly benefits when textbooks have been upgraded in terms of their cultural content as they will receive culture-based knowledge along with English language skills.

3. For further researchers,

Then it can become useful information and resources for further research and can create new writing methods that are creative, interactive, and effective.

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