

The Effect of Presenting local Culture Towards Students' Ability In Producing The Written Text By Using Zoomming And Google Classroom

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ABSTRACT

The objectives of the research were to find out the effect of presenting local culture towards students' ability in English language teaching especially in producing the written text. The research was pretest and posttest design. The sample of this research was 30 participants of Bahasa Tour Guide Training Program of BHAKTI. The instruments used in this study were test. The data of the research were collected through tests (Pre-Test and Post-Test). The pre-test was given before treatment and the post-test was given after treatment. The data collected from pre and post-tests were analyzed by using t paired sample test through SPSS 16.00 shown that sig (0.000 < 0.05). The results found the implementation of local culture in teaching and learning English improves students' ability to produce written text. Therefore, the hypotheses of this study were accepted. There was a significant improvement in presenting local culture towards students' ability in producing the written text. It can be concluded that the presence of local culture increases students' ability in producing written text.

KEYWORDS: Local culture, students' ability, English language teaching.

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I. INTRODUCTION

Language teaching concentrates on what students want to learn rather than on what is to be taught. Language teaching is influenced by ideas by the nature of the language and the learning conditions that make the learners acquire the language (Setiyadi, 2020). The success of students in the classroom is the main goal of teaching and learning activity. Many factors influence students in the classroom. One of them is culture. Culture involves learned and shared behaviors, norms, values, and material objects. It encompasses what people create to express values, attitudes, and norms (Beamer and Varner, 2011, p. 5). People should be aware of these aspects of culture. Tomalin and Stempleski (1993, p. 5) posited three features of cultural awareness: "awareness of one's own culturally induced behavior, awareness of the culturally-induced behavior of others, and ability to explain one's cultural standpoint."

It is important to relate language with the culture because language must be treated in a social context. Hence, learning a language cannot be separated from learning the culture. In (Sowden, 2007) states that culture takes a crucial role played in the classroom. Moreover, literature states that language and culture are interrelated (Hinkel, 1999). Therefore, language and culture is the key to unlock the language teaching methodologies in the classroom.

Teaching English in Indonesia needs cultural and contextual approach since English is situated as a foreign. Situating of local cultures in learning foreign language means to provide the context of real-life in learning English. Alpetekin (1993, in Kristiawan 2012:174) claims that presenting schematic knowledge in learning language is culturally and socially required and situated. In contrast, pressuring foreign cultures naturally does not meet the learners' prior knowledge since they do not have any contact with foreign cultures and norms. In line, pressuring local culture maybe can increase students' ability in English Language learning.

While study language, there are four skills that should be mastered by students to have good communication. Writing is one of four language skills and it is considered as a productive skill which is also recognized as active skill. This skill currently has become a main basis on that one's learning, one's work, and one's intellect will be judged in university, in community, and in the workplace. Sokolik and Olson in Caroline state that writing is the combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Caroline: 98). Based on the statement, writing is the process that doing by people to express their feeling and ideas in written form.

By presenting local culture in the teaching and learning process especially in writing, it is expected that students will be motivated by their own culture and able to learn English better since they are asked to describe something they know very well. Hence (Johnson, 2002: 25) states that contextual teaching and learning helps students see meaning in the learning of academic material by connecting academic subject with the context of their daily lives including their personal, social, and cultural circumstances.

Some studies dealing with local culture have encouraged the writers to use local culture in this study. The study from (Ilma, 2016) who conducted local culture to enhance students' character on the teaching of English as foreign language showed Promoting local culture in English language teaching could be the way to improve their nationalism awareness as the one of character education goals as well as to broaden their knowledge of the heritage of their own country. Furthermore, the study from (Sudartini, 2012) who conducted critical analysis on the teaching of English as a foreign language showed that in line with national goals, in which teachers should support and promote character education in their teaching and learning activities. Integrating Indonesian local cultural values in English Language Teaching plays important role in encouraging, improving, and maintaining the spirit of nationalism to promote character education. From the background, thus, the researcher focused on the effect of presenting local culture towards students' ability in learning English, especially in produce the written text.

II. LITERATURE REVIEW

2.1 The Characteristics of Local Culture

Language learners usually bring some attributes including culture matters in classroom. Acquiring either foreign or second language is apparently acquiring its culture. The existing of culture (target culture and source culture) in language learners is natural. Willis in Palfreyman (2017:1) stated, in presenting local culture teacher suggested to do following activities in the classroom; a) develop and promote cultural awareness, b) use local knowledge or belief with appropriate methodologies, c) promote an ethnographic imagination, d) use comparative perspective in presenting material, e) reconsider "universal" in teaching and learning.

There are four cultural topics design by Yuen (in Xu, 2013:10), those are products, practices, persons, and perspective. In the context of students' cultural background, the researcher describes specific of local culture topic in accordance with students' environment and background knowledge. The topics are elaborated as follows:

- a. Cultural specific events, people from one region usually have some traditions to commemorate a special day in every year.
- b. Cultural specific items, the items are divided into the following specific item. Every region have specific features of customs, every region has typical food and drink that people like it, every region has typical interior and building design, and every region have a specific heritage related to the culture.
- c. Local legend, every region has folklores. People keep it through telling stories to their generation. Classroom is a best setting to learn and build cultural awareness in order to intrigue students' pride on their own culture.
- d. Beliefs, cultural values influence people belief. A belief refers to something that obligate someone to do and not to do.
- e. People. From one group to another group are different viewed from characteristics and physical appearances
- f. Heritage spot. It refers to a place that represents a community.
- g. Music and dance, there are part of cultural product. This is to show identity of community.

2.2 The concept of Presenting Local Culture in Language Teaching

In order to begin teaching local culture as materials in the classroom, the teachers should know students' language background, students' prior knowledge, their needs, their interest, and their cultural background. It is impossible to introduce the local culture that all of students do not have any idea of that culture or the teachers give the materials which are not appropriate and relevant to the curriculum. So that the teachers have to be wise to choose the

most suitable materials to deliver to the students based on their need and to gain the main objectives of learning English based on curriculum.

Hofsede(1991:5) says that culture is the set of assumption in the mind which distinguishes the member of certain group to another. Moreover, judd (2002:10) defines that culture is a system of shared objects, activities and beliefs of given group of people. In line, Kramsch (1998:127) state that a shared practice is a membership in a discourse community that shares a common social space and history, and a common system of standards of perceiving, believing, evaluating, and acting.

Robinson and Nacon (1996) in Brown(2000) mention that the nation of culture learning is "a magic carpet ride to another culture". They continuously suggest that culture learning is "process, that is a way of

perceiving, interpreting, feeling being in the world...and relating to where one is and who one meets". Language learners commonly bring some attributes including matters in classroom. Acquiring either foreign on second language is apparently acquiring its culture. The students who are learning language and its culture try to create meaning with culture representative both their culture and other culture.

According to freeman and freeman (1998, in Kristiawan, 2012:175), they claimed that adopting a local culture in the target language teaching can lead to students' positive attitude toward the target language learning and build their confidence. However, language learning must be well managed to achieve learning goal.

Neff and Rucynski (2013:14) suggested that teacher needs to design their language classroom with the following sequence of activities (Presentation, Practice, and Production) such as:

- 1) Presentation is used to introduce the topic,
- 2) The students are given an opportunity to have contact with English in the practice phase, students are assessed on their performance in the production stage.

III. METHOD

This study used pre-experimental research design to know the effect of local culture towards students' ability to produce the written text. The subjects of the study were the participants of Bahaso Tour guide Training from three provinces in Indonesia, there are Lampung, Lombok, and Sulawesi Selatan with 30 Participants. The study was conducted online through Zoom meeting, WhatsApp, and Google classroom as media of learning. The design used one class, as the experimental class which received the treatment. The research design followed the model as proposed by Setiyadi (2018 :113), as follow:

Table 1 A Diagram One Group Pretest-Posttest Design

Pre-test	Independent Variable	Post-test
Y1	X	Y2

The one-group pretest and posttest design usually involve three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a post-test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post-test scores (Ary et al, 2010 : 303).

3.1 Data Analysis

To analyze the data, the researcher used the quantitative analysis. The data analysis was conducted by organizing the data gained from the pre-test and post-test. It means that after the researcher collected all the data, the researcher processed it through statistical formula to calculate the mean, variance, standard deviation, normality test, and t-test.

3.2 Students' written text

After the data was collected, it was analyzed in order to answer the research questions. In assessing the students' written text, the researcher employed three categories of analytical scoring rubric as suggested in writing assessment and evaluation rubrics grade 6 by Glencoe McGraw-Hill (2000:14). Those are focus/organization, elaboration/support/style, and grammar usage/mechanics. After that, all the students' papers were assessed by using SPSS 16.0.

To know the increasing the students' ability in producing written text after the treatment towards local culture was based on the N-gain score normalization. It meant to avoid a mistake in interpretation of G-gain for each student. The formula used for the gain score normalization is as suggested by Hake (1999):

$$N - gain = \frac{S_{posttest} - S_{pretest}}{S_{mak} - S_{pretest}}$$

In which:

Sposttest : Posttest Score

Spretest :Pretest Score

Smaks :Maximum Score

Criteria N Gain score

Limited	Criteria
(N-gain) > 0.7	High
0.3 ≤ (N-gain) ≤ 0.7	Average
(N-gain) < 0.3	Low

IV. RESULT AND DISCUSSION

To know the students' ability in producing written text by presenting local culture, the researcher asked the students to write a text about the heritage in their region. The heritage can be a story, things, traditions or festivals, buildings, or places that have potential destination to visit by the tourists. The pre-test was given to know students' ability before the giving of treatment in the teaching and learning process. The result of the students' pre-test showed that most of them made mistakes in writing the text, which consisted of mistyping, using tenses, capitalization, and translating from Indonesia.

Furthermore, in the treatment session by using zoom as media learning because we have not opportunity to offline class, the trainer gave the students some text about heritage another culture with the participants. Then, the trainer asked some students to read and to analyze the text. After that, the trainer asked the participant to talk about their local culture orally and another participant can ask the presenter to relate with the content. The activity is not ended by talking about their local culture, but the trainer continuing the activity by giving task to the students to write what they are spoken. Next, the trainer asked them to submit their written text to WhatsApp chat or Google drive. Furthermore, during the treatment activities, the students were active in writing the text by questioning the trainer about how to change the word into the correct form, start writing and correlate the ideas with the other sentences.

The scores presented here were the results of pre-test and post-test in the experimental class with pre-experimental design through the portfolio assessment in writing, in this case writing recount text. The first result is the pre-test which was conducted at the beginning of the research before the treatment was given. The second result is the post-test which was given after the treatment.

Table 2 The Result Of Pretest And Posttest

No	Gender	Result		N Gain	Interpretation
		Pre test	Post test		
1	F	50	78	0.56	Average
2	M	60	87	0.68	Average
3	F	70	90	0.67	Average
4	F	75	88	0.52	Average
5	F	50	80	0.60	Average
6	F	60	87	0.68	Average
7	F	59	88	0.76	High
8	F	60	80	0.50	Average
9	M	55	94	0.87	High
10	F	60	90	0.75	High
11	F	55	70	0.33	Average
12	F	50	80	0.60	Average
13	M	45	65	0.36	Average
14	F	76	87	0.46	Average
15	M	50	75	0.50	Average
16	F	60	87	0.68	Average
17	F	60	85	0.63	Average
18	F	66	91	0.74	High
19	F	54	86	0.70	Average
20	F	55	78	0.51	Average
21	F	67	87	0.61	Average
22	F	65	90	0.71	High
23	M	35	65	0.46	Average
24	M	56	75	0.43	Average
25	F	58	78	0.48	Average
26	F	56	85	0.66	Average
27	F	65	80	0.43	Average
28	F	55	75	0.44	Average

29	M	70	90	0.67	Average
30	F	55	75	0.44	Average
AVERAGE		58.10	82.20	0.58	Average

After administering both pre-test and post-test, the results of pre-test were compared with the results of post-test to see the effect of local culture towards students' ability in producing written text. The comparison of pre-test and post-test showed that students' ability in producing the written text improved after being taught through local culture approach. It can be seen on both pre-test and post-test means. The mean of students' scores in pre-test and post-test increased from 58.10 to 82.20. It indicates that there is an increase of the mean that is about 24,10 increase. In other words, teaching through local culture motivated students to learn English especially in writing. For the detail, it can be seen from Paired Sample Statistic, as follow:

Table 3 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	58.100	30	8.82	1.61
	PRETEST	82.20	30	7.64	1.39

Paired t-test was used to analyze the significance level of both pre-test and posttest; it was also used to describe the improvement in one group with the same variable. The analysis of paired t-test was carried out by using SPSS 16. It compares the average score between the pre-test and the post-test. After the students had a lesson on local culture, the researcher concluded that he analyzed by means of descriptive statistics both variables as shown in the table. From the table, it can be seen that the mean score of post-test is higher than pre-test score, which means there is an improvement of the students' ability in producing written text after the implementation of local culture in English language teaching with the scientific approach method.

Table 4 Paired Samples T-Test from Pre-test and Post-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	-2.410	6.71	1.22	-26.61	-21.59	-19.66	29	0.00

Based on the table above we can see that t-score was 19.665 with 29 levels showing the significance 0.000. If the score included to (sig 0.000 < 0.05), it means that Ho is rejected and Ha is accepted. Hence, the researcher concluded that the implementation of local culture in the teaching of writing text increased.

Table 5 Paired Sample Correlations

		N	Correlation	Std. Error Mean
Pair 1	POSTTEST	30	0.67	0.00
	PRETEST			

Based on the table, the correlation shows that 0.67 probabilities 0.00 were interpreted in the correlation between the improvements of the students' ability by presenting local culture in their written text increased after the treatment was given in the teaching-learning process and the students' skill improved step by step during the teaching and learning process.

After the research was conducted by presenting local culture towards students' ability in producing written text at Bahasa Tour Guide Training Program, the effort of providing written text by presenting local culture in the class successfully increased students' ability. Local culture can increase students' ability in writing English in the learning process. It made the students motivated to produce the written text in order to promote

themselves. It challenged the students to promote their local region widely. By presenting local culture, the teaching of writing gave advantages 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 (Regmi, 2014).

The presenting of local culture gave positive results toward the students' ability. It could be proven by the result that the students became more interested and motivated in writing. It also aroused their self-confidence in writing. Moreover, the reflection activities in presenting local culture as approach in teaching English especially in writing could show the students' achievement progress.

The discussion in this study is concerned with the students' ability in writing after the giving of treatment by presenting local culture in teaching and learning. Based on the analysis, it was found that after getting the treatment, the students' ability in producing written text improved, although there were some mistakes that the students made in producing grammar, and there were found the significant increase were they elaborated the idea. Furthermore, after the treatment, some findings were found related to the presenting local culture in motivating the student to produce written text. From the hypothesis, it is known that there are an improvement and significant difference in the students' ability in producing written text after the treatment ($p < 0.05$, $p = 0.000$). It means that the hypothesis which was proposed was accepted. In other words, the presenting of local culture in teaching writing can be used to increase students' ability in producing written text. The improvement can be seen from the mean of the pre-test and post-test scores. The mean of the pre-test score is 58.10 and the mean of the post-test score is 82.20. The gain score of pre-test and post-test is 0.58. Thus, the presenting of local culture can help the students increase their ability because presenting local culture motivates the students to produce the written text better.

V. CONCLUSIONS

Based on the results of research and discussion that has been presented it can be concluded that there is an increase in students' ability after presenting local culture in the English language teaching especially in producing written text, in this case, the researcher found the significant increasing while the students elaborate the idea. The improvement of students' ability can be seen from the result of pretest and posttest score. By presenting the local culture in the classroom guide the students to learn the material based on the contextual approach and help them to increasing their ability. Thus, presenting local culture in the classroom activity can give a positive effect towards students' ability.

VI. SUGGESTIONS

From the results of the research, some suggestions were delivered to English language teaching and to future research. As it was proven that local culture gave positive effect on the students' writing achievement, the researchers gave suggestions to English language teachers/lecturers to present and include local culture in English language teaching.

Here are some suggestions that are constructed for English teacher concerning with the improvement of students' English ability especially in writing. When the teacher presenting local culture in the teaching and learning process, the teacher pays more attention to students' culture itself. The teacher must guide and motivate the students to know their culture better before they are going to learn another culture.

For future researchers in the same field, it will be better to add more methods of conducting the research, such as giving questionnaire or interview. So that, the researchers can directly know the students' input such as feelings in learning with the teachers and output of accepting the materials.

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