

**DEVELOPING BATURAJA CULTURAL-BASED  
NARRATIVE WRITING MATERIALS FOR TENTH GRADE  
STUDENTS IN A VOCATIONAL SCHOOL**

**A THESIS**



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## DECLARATION

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Certify that data thesis entitled “Developing Baturaja Cultural-Based Narrative Writing Materials for Tenth Grade Students in A Vocational School” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education.

Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 20<sup>th</sup> 2024

The Undersigned



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## **Motto**

*“Education is the power to think clearly, the power to act well in the world’s work,  
and the power to appreciate life”*

## **DEDICATION**

*I dedicate this thesis to:*

*My beloved parents, especially for my beloved ibunda (almh. Darni Lisleli) and  
for my beloved Ayah (I. Ketut Sulastra).*

*Also, my two beloved Brothers (Obbie and Dekka) and my big family.*

*Thank you for your sustainable prayer on me.*

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Palembang  
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**Developing Baturaja Cultural-Based Narrative Writing Materials  
For Tenth Grade Students In A Vocational School**

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**ABSTRACT**

The purpose of this study was to develop narrative writing instructional materials based on Baturaja local culture for the tenth-grade students of Vocational High School number 02 Baturaja. 30 participants of tenth-grade students majoring in Tourism and two English teachers of Vocational high school number 02 Baturaja were involved in this study by using purposive sampling. The method used was development research with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) proposed by Steven J. Griff. The objectives of this research are to find out whether or not the product which was Baturaja cultural-based narrative writing instructional materials is valid, practical, and effective for the students. In evaluating the validity, practicality, and effectiveness of the product, mixed methodologies were used. The scores of questionnaires were calculated to determine the validity and practicality level of the product, while the effectiveness of the narrative writing test was determined by the result of students in the pretest and posttest which was analyzed by using statistical analysis through the SPSS program. The result of the expert review (validators) showed that the developed product was valid with the average score of questionnaire 3.74 which was categorized as very highly valid. Then, the writing materials were also practical since the average score of a questionnaire given to students and teachers was 3.78 and 3.60 and categorized as very highly practical. Meanwhile, the result of the field test showed that the developed Baturaja local culture narrative writing materials were highly effective to be used. It is indicated by the result of the narrative writing test which was 16.386 and sig (2-tailed) 0.00. The number 0.00 is smaller than *the alfa value* namely 0.05. Thus, it can be concluded that there is a significant effect between the narrative text writing test scores before and after using the module Baturaja culture-based Narrative Writing Materials development.

**Keywords:** *Development research, Baturaja local culture, Narrative writing*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

### **I.1 Background of the study**

The main objective of students enrolled in Vocational School is to attain proficiency in their respective fields of specialization. As stated by the Organization for Economic Co-operation and Development (OECD, 2011), in order to excel in the global economic competition, nations must strive to outperform others in terms of the quality of their goods and services, thus underscoring the significance of vocational education. In accordance with the National Education Ministry Regulation of Indonesia No. 20 in 2016, graduates from Vocational High Schools are expected to possess skills that are directly applicable to their chosen professions. Consequently, at Vocational High Schools, the teaching of English goes beyond being a mere academic subject, encompassing the dissemination of knowledge that aligns with students' study programs and the industry requirements of the workplace (Mahbub, 2018; Apriliana, & Basikin, (2021). This approach is in line with the emphasis on cultivating life and career skills, which is a central focus of 21st-century education (Oktarina, Inderawati, & Petrus, 2022).

Furthermore, mastering various skills is crucial for students learning English, and one skill that stands out is writing. Writing, particularly academic writing, demands intricate abilities such as idea generation, vocabulary usage, and effective grammar application. According to (Hyland ,2003; Saddhono, 2012; Firdani & Fitriani, 2017), writing can be defined as the arrangement of words, clauses, and sentences that form coherent marks on a page or screen, following structural rules dictated by a system. Writing skills play an important role in pursuing academic purposes in which the students are required to write well to complete their courses.

Mohammed and Nur (2018) stated that writing skill is needed for students to find future work. Moreover, Martinez and Martinez (2003); Graham (2019) also said writing is a necessary skill for most modern jobs. However, Khoii, 2011;

Bailey, 2011, p.7 further highlight that students encounter challenges beyond generating ideas in their writing endeavors. Students often struggle with effectively conveying their ideas in writing, making it difficult for readers to comprehend their thoughts (Sari & Setyowati, 2021). Therefore, it is essential for teachers to employ various strategies to cultivate a passion for writing in students, ultimately equipping them with the skills to produce meaningful essays.

As in line with Merdeka curriculum in ATP (*Alur Tujuan Pembelajaran*) C.2 that is design writing text and present the text orally in form of narrative fiction and non-fiction (narrative) related to the topic taking into account the diversity of Indonesian culture social function, text structure, and linguistic elements are appropriate context politely critically, creatively and independently with optimal level fluency and accuracy. Moreover, The 2013 text-based curriculum presents an excellent opportunity for teachers to develop and compile high-quality and diverse teaching materials that incorporate cultural aspects. By utilizing these texts, teachers can create teaching materials that incorporate local cultural values. Within the English language, there are a total of 13 genres, including Narrative Text, Recount Text, Text Procedure, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Descriptive Text, Discussion Text, News Item Text, Review Text, Anecdote Text, and Spoof Text. These genres can be found in our daily lives, whether in newspapers, recipe collections, legendary stories, and more. One essential writing skill that students must master is narrative writing. A narrative text consists of a series of events or occurrences presented in chronological order, regardless of whether they are factual or fictional (Inderawati, et al (2022). Additionally, narratives can begin in the middle or at the end, often incorporating flashbacks (Alwasilah & Alwasilah S., 2007, p.119). Putri (2019) also highlights the significance of narrative learning materials, as there are limited course books or resources focused solely on this genre. By utilizing instructional materials on narrative writing, both students and teachers can effectively convey various types of stories in a concise and accessible manner (Handayani & Handayani, 2020).

The integration of local culture into narrative writing materials has the potential to enhance students' learning experiences. According to Ningtyas, Diem,



and Vianty (2016), teaching local culture to English as a Foreign Language (EFL) students in the current global era aims to cultivate their awareness of their own culture and enable them to interact with global citizens. Mahardika (2018); Hurairah, et al (2023); Purwaningtyas (2023) further support this idea, concluding that incorporating local culture into English teaching materials can facilitate English language learning. By including aspects of local culture in the curriculum, students not only learn about their own culture but also align their studies with the English curriculum and the preservation of culturally significant aspects outlined in the National Education Ministry Regulation of Indonesia No. 10 of 2014 and Indonesia Government Regulation No. 5 of 2017. Therefore, integrating teaching materials with students' local culture can be highly beneficial.

Besides, based on Government Regulation No. 32 of 2013 in Indonesia, the educational curriculum structure must be rooted in the local culture and its potential aspects. This approach not only helps students relate to the content in their daily lives but also enables them to develop and apply skills relevant to their field of study.

In this study, the local culture will be based on Baturaja's local culture. It is because Baturaja has a lot of things that can be explored. One of them is historical places. Such as *Goa Putri*, *Goa Harimau*, *Batu Bekatak*, etc. This is also one of the ways to gain students' understanding of the content since it is related to their daily life, develop and practice the students' skills related to their field of study and promote the culture, especially for Baturaja local culture to others even to the world. Then, Government Regulation No. 5-year 2017 that every citizen including students has the right to conserve or develop and promote the cultures in Indonesia. It means that it is relevant and important to insert local culture in English subjects since language and culture are indivisible. Additionally, it serves as a means to promote the Baturaja local culture to a wider audience, including the global community. By incorporating local cultural materials such as procedure, narrative, and descriptive texts, students are more motivated to learn based on their own interests and needs. Through this process, they not only acquire knowledge and skills related to their community but also gain a deeper understanding of their everyday experiences. Ultimately, these

acquired knowledge and skills can be applied in their future workplaces. The inseparable nature of language and culture necessitates the inclusion of local culture in English subjects, highlighting its relevance and significance (Romrome & Ena 2022; Ulfa & Astuti, 2022).

Thus, to develop the appropriate Baturaja-local culture based narrative teaching materials for students, need analysis is required in order to figure out the students' needs and what kind of materials are appropriate for them. Out of four vocational high schools in Baturaja, Vocational high school number 02 Baturaja is the one that has a study program is related to this research of the study. This vocational high school provides students with many kinds of study programs to master a specific skill of their interest. They are; *Tourism, Culinary Arts, Fashion Design, Computer, and Spa and Beauty*.

Developing instructional materials are needed to completely designed teaching materials based on students' need will affect the learning atmosphere so that the learning process that occurs in students becomes more optimal (Siddiq, et al, 2003; Maudy & Fauziati, 2019). In addition, the teachers had taken appropriate steps in designing English instructional material, such as identifying the instructional goal which is to encourage the students to be active in the learning process and to be able to think critically and creatively as expected in the curriculum; conducted needs analysis; analyzed learners' input and characters; determined the materials according to Basic Competencies and Standard of Competencies set by the government; and evaluated both the teaching methods and the teaching materials.

Therefore, need analysis which was the first step in developing teaching material, had been done by interviewing two English teachers and giving questionnaires to tenth grade students of Tourism study program at Vocational high school number 02 Baturaja which showing the results as follow: 1) Teachers agree that students have difficulties in writing skill since they did not provide many practices due to the limited sources (teachers mostly used books and worksheets from publisher as the source of material which have very limited writing materials); 2) the questionnaire responses revealed that writing is perceived as the most challenging skill to acquire, with only 13.3% of students

selecting it as their preferred area of focus; 3) both teachers stated that students mostly do not know their own local culture and tend to be more familiar with foreign cultures. 4) Both teachers and around 85% of students agree that integrating local culture in their writing materials is important and will be able to help students to understand and conserve it. It is in line with the conclusion that was made by Mahardika (2018) on his research that incorporating the local culture in English teaching materials can help the students in learning English. Furthermore, students also can learn several aspects of their local cultures.

Thus, based on the background and the finding of need analysis above, the researcher tried to design the module of instructional materials in writing narrative text based on Baturaja local culture for the tenth grade students of the Tourism study program at Vocational high school number 02 Baturaja.

## **1.2 The Problems of the Study**

Based on the background of the study, the problems of the study are:

1. Is the developed Baturaja-Cultural-Based Narrative Writing Materials for Vocational School Students valid?
2. Is the developed Baturaja-Cultural-Based Narrative Writing Materials for Vocational School Students practical?
3. Do the developed Baturaja-Cultural-Based Narrative Writing Materials for Vocational School Students have a significant effect?

## **1.3 The Objectives of the Study**

By the problems of study above, the objectives of this study are:

- 1.3.1 To find out the validity of the developed Baturaja-Cultural-Based Narrative Writing Materials for Vocational School Students.
- 1.3.2 To find out the practicality of the developed Baturaja-Cultural-Based Narrative Writing Materials for Vocational School Students.
- 1.3.3 To find out the significant effect of the developed Baturaja-Cultural-Based Narrative Writing Materials for Vocational School Students.

#### **1.4 The Significance of the Study**

This research is expected to provide benefits, both theoretically and practically. Theoretically, the results of the research and development based on Baturaja Local Culture are expected to become additional literature and references in the field of developing written teaching materials, especially writing narrative texts.

Practically, the results of research and development based on Baturaja Local Culture of this narrative writing module are expected to give a contribution to the students, teachers, and schools as educational institutions. For students, this module is expected to be able to overcome difficulties in understanding the concept of writing narrative texts as well as improve their ability to write narrative texts. For teachers, this module is expected to be an alternative to teaching materials used in schools. For schools, the module as a result of this development is expected to increase the number of learning resources and improve the quality and learning outcomes of writing narrative texts.

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