The effect of learning English based on local content and content based materials by using CALL on the eleventh grade students' writing skill of report text at SMA N 1 Katingan Tengah

Predi Gantara

Gantarapredi@yahoo.co.id

Universitas Palangka Raya, Indonesia

Abstract

This research aimed at measuring whether learning English based on local content and content based materials by using CALL has different effect on the eleventh grade students' writing skill of report text at SMA N 1 Katingan Tengah or not, Quasi experimental design was applied in the present research. The population of the research consisted of 124 students. Researcher took 45 students purposively as the sample of the research which consisted of two groups. The first experiment group consisted of 22 students which was taught by learning English based on local content by using CALL and the second experiment group consisted of 23 students who was taught by learning English based on content materials by using CALL. The result showed that the group who was taught English based on local content using CALL had different effect with the group who was taught English based on content based materials by using CALL on students' writing skill of report text (t sign. two-tailed $0.00 \leq 0.05$). Then according to mean score, Learning English Based on Local Content by Using CALL was (77.25) higher ($\geq$) than the mean score of Content Based Materials Learning by Using CALL (65.61). In conclusion, learning English Based on Local Content by Using CALL has better effect on the eleventh grade students' writing skill of report text at SMAN 1 Katingan Tengah than learning English Based on Content Based Materials by Using CALL.

Keywords: Local Content by Using CALL, Content Based Materials by Using CALL, Report Text

1. INTRODUCTION

The output of language, especially speaking, can quickly expose the users' level of language acquisition; perhaps this is why studies in speaking are increasing. However, compared to the emphasis on speaking, writing always receives less attention at both the teaching and learning level. As problems

faced by EFL students at SMA N 1 Katingan Tengah from writer's preliminary observation, when they write, for instance, they lack of ideas of using correct vocabulary or choice of words which is frequently inaccurate. Limitations of vocabulary prevent discussion of some common professional and social topics, frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. They have limited vocabulary and inability to organize the paragraph coherence appropriately, and they frequently make inaccurate spelling and punctuation. Furthermore, students are difficult to start their writing, as if they do not know what they have to write about. Those problems can be caused by the teacher's teaching instructions are still conventional, the teaching materials used are not interesting for students, and teacher's corrective feedback is not implemented well.

Based on the problems, local content based learning by using CALL and content based materials by using CALL were conducted at the school in learning English writing, to measure whether they have different effect on students' writing skill or not. Writing is considered as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading (Miftah, 2015).

Culture-based education has been stipulated in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System. Chapter I, Article 1 of the law states clearly that education is a community-based organization of education based on the specialty of religious, social, cultural, aspirations and potential educational community as a manifestation of, by, and for the community. Further in Chapter III, Article 4 Paragraph (1) of the Principles Implementation of Education it is stated that education is held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and the diversity of the nation. The law becomes a firm foundation in creating as well as supporting the cultural values that exist in Indonesia.

In Education and Culture 2009-2014 period, M.Nuh (2015) stated that the role of educators is critical in triggering the interest of young people to be more concerned with culture. The statement above reinforced the importance of integrating local culture into the curriculum. Efforts to improve the teaching and learning process should pay attention to local cultural values. Integrating local culture into the curriculum and teaching and learning process leads the development of a creative personality so that learners can choose the cultural values that exist, and then applied it in writing a report text to everyday life.

Besides, educators and computer-assisted language learning (CALL) researchers have studied the potential advantages of using the computer as a teaching or learning tool in improving language skills, especially in improving writing skill. Research has revealed that CALL offers an innovative and effective alternative for language educators (Simic 2011; Bush and Terry, 2010; Warshauer and Healey 1998; Warshauer and Kern, 2000). Studies suggest that there has been an increased emphasis on computer technology to facilitate learning at all levels of education (Chapelle, 2012; Stepp-Greany, 2013; Perez-Sotelo and Gonzalez-Bueno, 2011). Burke (15) argued that Computer would allow students to progress on their own paces and work individually to solve problems. Computers provide immediate feedback, letting students know whether their answer is correct or not. If the answer is not correct, the program leads students to the correct answer.

Computer-assisted writing instruction is proposed as an alternative method to the traditional ones. This approach may overcome some shortcomings of traditional methods of writing to some extent by providing feedback about students' mistake /errors, along with some explanations and suggestions. Using computer in writing classes allows learners to receive feedback both from the teacher and computer. Computer provides the correct form of the erroneous words and structures that students have produced. Consequently, it seems writing is more error-free and cohesive sentences and texts can be produced by using computers .The learners will also become aware of the mistakes/errors they have made just as they type the sentences.

2. REVIEW OF RELATED LITERATURE
2.1. Learning English Based on Local Content
Local content based learning in the present research means that students learning to write based on local or culture of the society. Then Local Content Based Learning here is delimited into the work of society in the village.

Culture-based education has been stipulated in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System. Chapter I, Article 1 of the law states clearly that education is a community-based organization of education based on the peculiarities of religious, social, cultural, aspirations and potential educational community as a manifestation of, by, and for the community. Further in Chapter III, Article 4 Paragraph (1) of the Principles Implementation of Education stated that education was held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and the diversity of the nation. The law became a firm

foundation in creating as well as supporting the cultural values that exist in Indonesia.

Culture as mandated by law to indicate that cultural values should be inculcated in the educational environment. Implicitly, cultural values have been instilled in the area of education.

Education and Culture 2009-2014 period, M.Nuh (2015) stated that the role of educators is critical in triggering the interest of young people to be more concerned with the culture. As example in Surabaya there are several educational institutions have long since entering introduction to the culture as a learning agenda. The implication of this policy is the presence of foreign students in Surabaya good in playing gamelan, reog dancing, and playing with students Ketoprak Indonesia.

Kemendikbud (2013) more pointedly states that the purpose of the study will be able to achieve the maximum with their approach to culture, customs, and local wisdom that grew and developed in the community. Through these efforts are expected to various local cultures that exist in the community can be maintained existence. In addition, the planting of local cultural values early in the helpful student so that students can absorb, understand, and preserve and to apply the values of the culture in everyday life.

The statements above reinforce the importance of integrating local culture into the curriculum. Efforts to improve the curriculum should pay attention to local cultural values. Integrating local culture into the curriculum will lead the development of a creative personality so that learners can choose the cultural values that exist, and then applied to everyday life.

In the present research, learning English based on local content will help students bring their experience when they want to start to write and it interests learners to write. To start to write, it needs to apply prewriting techniques or strategies such as using clustering technique (Sabarun, 2013) and mind mapping technique (Miftah, 2010). It is because when learners have background knowledge with writing topic they have, learners will be helped to generate ideas of their writing.

It is related to Nation (2009) who stated that learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic. Biber (2010) also stated that learners should experience a feeling of success in most of their writing. Writing should interest learners and draw on their interests.

2.2.Content Based Materials

Stoller (2002) stated that Content based learning is the important of what is being taught or discussed through the language not the language instruction related. Aspects of the curriculum, discussions about current events and world cultures or even general topics of interest are all valid 'content' options.

Even though local content based learning is part of content based materials, the main difference between them is that learning English based on content materials is learning English writing based on English teacher's text book which is used at SMA N 1 Katingan Tengah. The English book used by English teachers at the school for XI grade is relevant to 2013 curriculum titled *Be Smart in English for Grade XI Senior High School.* All texts used in the book are too general and do not have content of culture of students at the school in order that it is difficult for them to understand and it does not bring their experiences when they learn. Furthermore students often feel bored and don not have any motivation on English teachers' instructions when teachers asked them to write with general topic which is from the school English book instruction.

2.3.Computer Assisted Language Learning

Chen (2012) stated that Computer Assisted Language Learning (CALL) may be defined as the search for and study of applications of the computer in language teaching and learning. Given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language. From past to now, CALL developed in parallel with the facilities provided by computer technology. Many studies worldwide have been conducted to investigate the effect of CALL on learning languages. Computer-based instruction has been challenging traditional teaching and learning processes Jones (2010) expresses the importance of computer technologies in foreign language learning and teaching has been established by many people. Language teachers and administrators realize the aptness toward CALL; also, students demand computers through the facilities provided for language learning. CALL has been taking advantage of advanced technological facilities to create the highest interactive learning environments for activities that develop listening, speaking, reading, and writing skills. In the developed world, all language centers agree that it is not possible to make progress without high technology and computers.

Biber (2010) also stated that learners should experience a feeling of success in most of their writing. Writing should interest learners and draw on their interests. To help learners write, they should develop skill in the use of computers to increase the quality and speed of their writing. As we shall see, computers provide very useful ways of providing feedback, especially when the learners submit their writing as a computer file.

In recent years, educators and computer-assisted language learning (CALL) researchers have studied the potential advantages of using the computer as a teaching or learning tool in improving language skills, especially in improving writing skill. Research has revealed that CALL offers an innovative and effective alternative for language educators (Simic 2011; Bush and Terry, 2010; Warshauer and Healey 1998; Warshauer and Kern, 2000). Studies suggest that there has been an increased emphasis on computer technology to facilitate learning at all levels of education (Chapelle, 2012; Stepp-Greany, 2013; Perez-Sotelo and Gonzalez-Bueno, 2011). Burke (2015) argued that Computer would allow students to progress on their own paces and work individually to solve problems. Computers provide immediate feedback, letting students know whether their answer is correct or not. If the answer is not correct, the program leads students to the correct answer.

This present research aims at finding the effect of local content based learning and general content based learning by using CALL on the eleventh grade students' writing skill at SMA N 1 Katingan Tengah. The CALL program needed here is the Generic software. The applications designed for general purposes, such as word-processors (*Word*), presentation software (*PowerPoint*), and spreadsheet (*Excel*), that can be used to support language learning. The present research main focus is in using *Microsoft Word* to help students write and *Enable Grammarly Application* to help students get direct corrective feedback. The type of activity in the present research is writing & word-processing based on the purpose of the research.

Based on Jafarian et al European Journal of Social Sciences (2012), the word processor is one type of software that is introduced by computer assisted language learning (CALL). Brierly and Kemble in Yilmaz and Erkol (2015: 348) on Jafarian et al European Journal of Social Sciences (2012), describe it as the most enabling and beneficial of all the computer software which can be used for editing texts, and checking and correcting writing errors. Practically, seven major applications for the word processor in writing are indicated: formatting, cutting and pasting, insertion and deletion, search, editing up, editing down, editing across.

Enable Grammarly is an application which can provide explicit corrective feedback to writer when they make errors in writing. This application can be downloaded on https://app.grammarly.com and can be installed on computer like laptop or notebook.

This application is called Grammarly. This application was founded by Alex Shevchenko and Max Lytvyn in 2008. https://en.wikipedia.org/wiki/Grammarly (2017). Their headquarters are in San Francisco, United States. Grammarly Application claims to have been used by more than 4 million users and more than 600 leading universities and companies.

3. RESEARCH MERHOD
3.1. Objectives of the Research

This research aimed at measuring whether learning English based on local content and content based materials by using CALL has different effect on the eleventh grade students' writing skill of report text at SMA N 1 Katingan Tengah or not. After knowing the effect, this research absolutely measured which one has better effect on students' writing skill of report text.

3.2. Population and Sample

In the present research, the population was the eleventh grade students of SMA N 1 Katingan Tengah. There were 124 eleventh grade students of SMA N 1 Katingah. They consisted of XI IPS 1 (23 students), XI IPS 2 (22 students), XI IPS 3 (25 students), XI IPA 1 (28 students), and XI IPA 2 (26 students). The present research took sample using purposive sampling technique. It is because the present research purposively conducted the experiment to the groups to the effect of learning English based on local content and content based materials using CALL on the eleventh grade students' writing skill of report text. XI IPS 1 and IPS 2 were chosen as the sample of the research. The classes were chosen because the school policy at SMA N 1 Katingan Tengah gave the class to conduct the experiment. Although they were given by the school, they basically had same level of English skill.

3.3. Instruments

In order to meet the need of the research finding, pre test and post test were used as the instruments of this research.

3.4. Procedures of the research

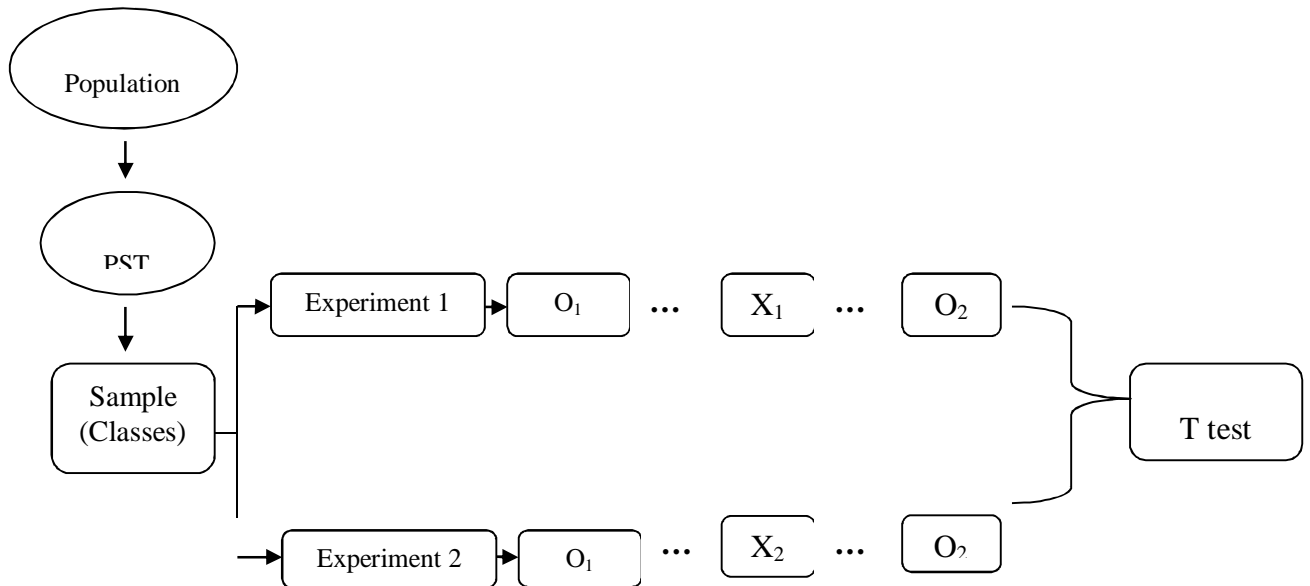In the following figure was the design of the research procedures:

Figure 3.2 Design of the Research.

Population	: Eleventh Grade Students of SMA N 1 Katingan Tengah.
PST	: Purposive Sampling Technique is the technique to take the sample of the present research.
Sample Classes	: Sample Classes are the students who will be the sample of the research.
Experiment 1	: The first experiment group.
Experiment 2	: The second experiment group.
O_1	: Pre-Test to all groups before receiving treatment.
X_1	: Learning English based on local content by using CALL
X_2	: Learning English based on content based materials by using CALL
O_2	: Post-Test to all groups after receiving treatment.
T test	: Technique for testing the hypothesis.

Researcher took 45 students purposively as the sample of the research which consisted of two groups. The first experiment group consisted of 22 students which was taught by learning English based on local content by using CALL and the second experiment group consisted of 23 students who was taught by learning English based on content materials by using CALL.

Before the groups were given treatment, first, pre test was applied to all groups. Afterwards, the first experiment group which consisted of 22 students was taught by learning English based on local content by using CALL and the second experiment group which consisted of 23 students was taught by learning English based on content materials by using CALL. The last meeting, they were given post test to know the effect of their learning.

4. RESULT OF THE RESEARCH

There are two hypotheses in the present research. they are (a) Null Hypotheses (Ho): There is no different effect of learning English based on local content and content based materials using CALL on the eleventh grade students' writing skill of report text at SMA N 1 Katingan Tengah; (b) Alternative Hypotheses (Ha): There is different effect of learning English based on local content and content based materials using CALL on the eleventh grade students' writing skill of report text at SMA N 1 Katingan Tengah.

To know which hypothesis was accepted and rejected, SPSS 16.0 statistic program of independent sample t test was used in the research to students the result of the data from students' post test.

Table 4.12 Independent Sample T Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
	F	Sig.	t	Df				Lower	Upper
Equal variances assumed	.872	.356	6.131	42	.000	-11.641	1.899	-15.471	-7.812
Equal variances not assumed			6.131	42.755	.000	-11.641	1.894	-15.461	-7.822

In interpreting independent sample t test from the table above, if significance of two-tailed is higher than 0.05, it means there is no significant different between the first group and the second group. Otherwise, if significance of two-tailed is lower than 0.05, it means there is significant different between the first group and the second group.

Based on independent sample t test using SPSS 16 statistic program above, the significance two-tailed is 0.00 which means that 0.00 is lower (<) than 0.05. From the data, there is significant different effect between Learning English Based on Local Content by using CALL and Content Based Materials Learning by Using CALL on students' writing skill of report text.

To Know whether Learning English Based on Local Content by Using CALL has better effect or no on students' writing skill of report text than leaning English Based on Content Based Materials by using CALL, it can be seen from the mean score of both group.

Based on the Mean score of both group, it shows that the mean score of Learning English Based on Local Content by Using CALL is (77.25) higher (≥) than the mean score of Content Based Materials Learning by Using CALL (65.67). In conclusion, learning English Based on Local Content by Using CALL has better effect on students' writing skill of report text than learning English Based on Content Based Materials by using CALL.

5. DISCUSSSION

Based on the calculation of independent sample t test using SPSS statistic program, the group who was taught English based on local content using CALL has different effect with the group who was taught English based on content based materials on students' writing skill of report text.

According to the mean score of both groups, the result showed that the mean score of Learning English Based on Local Content by Using CALL is (77.25) higher (≥) than the mean score of Content Based Materials Learning by Using CALL (65.67). In conclusion, learning English Based on Local Content by Using CALL has better effect on the eleventh grade students' writing skill of report text than learning English Based on Content Based Materials by Using CALL at SMA N 1 Katingan Tengah.

The reason why learning English based on local content by using CALL has better effect than learning English based on content based materials by using CALL is learning English based on local content helped students bring their experiences when they wanted to start to write and it was interest learners to write. It was because learners have background knowledge with the writing

topic; automatically they will be helped to generate ideas of their writing. It was different from Learning English Based on Content Materials which used at the school under book title "Be Smart in English for Grade XI", which all texts used in the book are too general and do not have content of culture of students at the school in order that it was difficult for them to understand and it did not bring their experiences when they learnt. Furthermore students often felt bored and did have any motivation on English teachers' instructions when teachers asked them to write with general topic which is from the school English book instruction.

This finding related to Nation (2009) who stated that learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic. Biber (2010) also stated that learners should experience a feeling of success in most of their writing. Writing should interest learners and draw on their interests.

In addition, students wrote using computer which has a grammar application to correct students' writing error in their writing like vocabulary, phrases, sentences, capitalization, and etc. in this stage, students got direct feedback from the application in order that they knew their error in their writing.

This finding related to Brierly and Kemble in Yilmaz and Erkol (2015: 348) on Jafarian et al European Journal of Social Sciences (2012), describe it as the most enabling and beneficial of all the computer software which can be used for editing texts, and checking and correcting writing errors. Practically, seven major applications for the word processor in writing are indicated: formatting, cutting and pasting, insertion and deletion, search, editing up, editing down, editing across.

Biber (2010) also stated students should develop skill in the use of computers to increase the quality and speed of their writing. Computers provide very useful ways of providing feedback, especially when the learners submit their writing as a computer file.

The use of computer was affected students' writing errors and it helped them to write in good sentence order because they got direct corrective feedback when they write. It related to some pervious research such as: (1) the effect of CALL on the development of EFL learners' writing skills by Zaini and Madzadayasna (2014), the result showed computer use helped students improve their writing skills. The automatic feedback which students receives

through Microsoft Word Office with the comments and suggestions provided by instructor on their writing tasks activated their common sense, linguistic competence, and logic to correct their own error; (2) the finding also related to Almene's research (2008) whose research aimed at finding the effect of computer assisted writing instruction which the result showed that computer writing instruction had a significant effect on students' writing and helped students to know their errors in writing; (3) the last is that the research finding has relation to research by Jafrian, Sorri, and Kafipour (2012) who searched about the effect of CALL on students' writing skill which the result showed that CALL improved students' writing achievement.

Different from learning English based on content based materials by using CALL, even though students also used computer to write English writing of report text, they did not good start to write or they were difficult to generate their ideas in their writing and the learning is not really interest them in order that they did not have good motivation to start their writing.

This current research finding related to 2013 National Curriculum which suggested that learning materials should have local culture value. It has been stipulated in the Law of Republic on Indonesia Number 20 year 2003 on National Education system which states clearly education is a community based organization of education based on specialty of religious, social, culture, aspiration, and potential educational community.

REFERENCES

Ary,D.,Jacobs, L. C. & Sorensen, C. 2010. *Introduction to Research In Education*(8th ed.). New York: Wadsworth/Thomson Learning.

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*,Inc, Education Company.

Chen, Chi-Fen Emily. 2012. *Computer Assisted Language Learning and Teaching.* Taiwan: National Kaohsiung First University of Science and Technology.

Gebhard, J. G. 2006. *Teaching English as a Foreign or Second Language: A Teacher Self- Development and Methodology Guide.* Ann Arbor: The University of Michigan Press.

Harmer, J. (2004). *How to teach writing.* Essex, England. Pearson Education Limited.

Hidayati, N. U. 2010. *Improving Students' Ability Writing Procedure Text Using Realia*, Unpublished Thesis, Semarang: IAIN Walisongo.

Jafarian, Koorosh, Afshin Soori, Reza Kafipour. 2012. The Effect of Computer Assisted Language Learning (CALL) on EFL High School Students'

Writing Achievement, *European Journal of Social Sciences*, Vol. 27 (2), (Online) URL: (https://pdfs.semanticscholar.org*) Accessed on January 25th 2017.*

Miftah, M. Z. (2010). Improving the tenth-year students' writing ability at MA Mambaus Sholihin Gresik through mind mapping. *LINGUA: Jurnal Ilmu Bahasa dan Sastra, 5*(2), 178-192.

Miftah, M. Z. (2015). Enhancing writing skill through writing process approach. *Journal on English as a Foreign Language, 5*(1), 9-24.

Mohammad, Ahmed Othman Al-Menei. 2008. Effect of Computer-assisted Writing Instruction on EFL Saudi Learners' Ability, unpublished thesis, Saudi Arabia: King Saud University.

Ni, Kdk Devi Wiryanti, Nengah Suandi, Ni Md Rai Wisudariani. 2015. Pengembangan Materi Ajar Teks Deskriptif Berbasis Budaya Lokal Guna Mendukung Pembelajaran Memahami Teks Tanggapan Deskriptif Siswa Kelas Vii Di Smp Negeri 1 Singaraja. Universitas Pendidikan Ganesha, Singaraja.

Olenka Bilash. 2009. *Content Based Instruction.* (Online) URL: (https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/content.html). Accessed on 30 May 2017.

Onukwugha, U. (2007). *The Four Cardinal Points of Any Good Writing: Expression, Content, Organization & Technical Accuracy. Ezine Articles.com.* 28 Sep 2008: http://ezinearticles.com/?The-Four-   Cardinal-Points-of-Any-Good-Writing:- (Accessed 2008, September 29th).

Sabarun. (2013).The effect of clustering technique on writing expository essays of EFL students. *Journal on English as a Foreign Language, 3*(1), 11-20.

Zaini, Amin Zaini and Golnar Mazdayasna. 2014. The Effect of Computer Assisted Language Learning on the Development of EFL Learners' Writing Skills. *Procedia - Social and Behavioral Sciences*, Vol. 98, (online) URL: (www.sciencedirect.com*) Accessed on January 25th 2017.*