DEVELOPMENT OF ENGLISH TEACHING MATERIALS IN GENRE BASED ON GAYO LOCAL CULTURE TO IMPROVE STUDENTS' WRITING ABILITY

Khoiriyah Shofiyah Tanjung
STAIN Gajah Putih Takengon
shofee_niez@yahoo.co.id

Yulizar
STAIN Gajah Putih Takengon
yuli.rusydi@gmail.com

ABSTRACT. In several schools in Central Aceh, students' average in writing is about 71 from the minimum score 70, it means that the students are still weak in writing. One of the problem is students are unfamiliar with topic in writing genre. This study aims to improve students' skill in writing by developing the English teaching material in genre based on Gayo local culture. Before developing the material, the writers observed some schools in Central Aceh about students' problem in writing English. After getting the data abaout students' problem, the writers designed the teaching material in genre based on Gayo Local culture. The next step is modifying the teaching material and it should be validated by some expert. The valid design then disseminate to some Madrasah Aliyah in central Aceh. All the stage in this research namely 4D stage. Data collected in this study is Lesson Plan and Material development validation sheet. The result of this study is a handbook of text types (genre) based on Gayo local culture. Developed teaching materials are expected to improve students' writing ability.

Keywords: Development, English Material, Gayo Culture, Writing, Genre

A. INTRODUCTION

The development of English as an international language has become a concern of every country. The use of English as one of the main subjects has been implemented in many countries, especially in Indonesia. As an important lesson, English is learnt by most of students in elementary up to university. The students are prone to learn English more than their own language, bahasa or native language. As the result, they are more familiar with the English culture than their own. This fact may diminish their passion to their own culture due to the intensive learning about English culture in their English lesson.

This becomes the concern of English language teachers at school. One effort that can be done is to integrate local culture into English learning or culture-based education. This is in line with government programs, where the integration of culture in learning process is emphasized by the Ministry of Education and Culture, who states that the objectives of learning will be achieved

optimally with the existence of cultural, indigenous and local wisdom approaches that grow and develop in the local community. With the integration of these cultural values, it is expected that the various local cultures in the community can be maintained and are known by the wider community, both nationally and internationally. In addition, early inserting of local cultural values on students is beneficial so that students are able to absorb, understand, and preserve and then apply these cultural values in daily life (Kemdikbud, 2006).

English learning based culture is very possible to be applied, students can be easily to understand and accept the lesson. Goldberg (2000) distinguishes culture-based learning into three types, namely: 1) Learning about culture (placing culture as a field of science). 2). Learn with culture. Learning with culture occurs when culture is introduced to students as a method or method for learning a particular subject. 3). Learn through culture. Learning through culture is a method that provides opportunities for students to demonstrate the achievement of the understanding or meaning, it creates in a subject through various cultural manifestations. In line with Golberg, Straub (1999) also recommends language learning must begin with cultural learning that applies in where students are. With a good understanding of their own culture, students will find it is easier to recognize vocabulary related to values, behavior, traditions, habits and cultural symbols. This statement supported by Krienger (2005), he points out that students' understanding of their own culture would make them more respect their own culture and understand the notions of culture.

Integrating local culture into English learning can be applied by incorporating elements of local culture in learning devices. As stated by Lestari (2010, p. 10) "for the majority of students, the main opportunity to learn foreign cultures is when they learn the language, foreign language teacher should include cultural learning as one of the elements that must be taught." Foreign language teachers have an obligation to introduce cultural elements when they teach language. It is the reason why the teaching materials should be presented as natural replicas where the language is used.

The integration of these cultural values is accordance with the curriculum which is used this time. The latest curriculum used is still referring to the introduction, understanding, and production the types of texts in English (Genre). In this 2013 text-based curriculum, there can be a great opportunity for teachers to be able to develop and compile a qualified and varied teaching material, while still taking into the cultural aspects that must be contained in each text. With these

texts, the teacher may be able to develop qualified teaching materials which contained local cultural values.

As the writers explained above that 2013 curriculum refers to the introduction, understanding and production the types of texts or Genres. In English, there are 13 kinds of genre; *Narrative Text, Recount Text, Text Procedure, Report Text, Analytic Exposition Text, Hortatory Exposition Text, Explanation Text, Descriptive Text, Discussion Text, News Item Text, Review Text, Anecdote Text, Spoof Text*. We can find the thirteen types of text in everyday life, whether in newspapers, reports, collections of recipes, stories of legends and others. Integration of cultural values, in this case *Gayo* culture in genre lessons can be applied. For example in *description* text; by describing the natural beauty of *Gayo* land, starting from the lake, coffee plantations, filigree, etc., *narrative*; telling the legends which exist in *Gayo* region, such as the Legend of *Putri Pukes* or *Atu Belah*, *procedure*; explain the steps for making traditional *Gayo* foods such as *Gutel* or *Asam Jing* and news *items*; inform news or events in *Gayo* community in English.

Most school in Central Aceh still use students' worksheets and books which contain of unfamiliar text for students. This study aims to develop an English learning material in Genre with *Gayo* ethnic wisdom approach. The development of the material is done due to the unavailability of these learning materials in the Madrasah Aliyah in Central Aceh. The importance of local culture-based learning is explained by Rusydi (2014) individuals and communities can recognize their own cultural identity and they can decide about new things that can be accepted or must be rejected by using culture-based education. This statement is in line with Diana (2012), she points out that the most powerful tool is culture-based education in order to instill a culture awareness with real self-character and preserve the values of local wisdom so that people are not deprived of their roots. This is also supported by Wagiran (2012), who states that a culture extracted from local wisdom is not an obstacle to progress in the global era, but instead becomes a filter of extraordinary culture and transformational power in achieving the glory of the nation.

Based on the background above, it is necessary to develop English learning material that is in accordance with the wisdom of the local culture, which in this study raises the Development of the English Learning Material in Genre based on *Gayo* ethnic culture for class X of Madrasah Aliyah in Central Aceh. Hopefully, by having many text genre related to their own culture, students can improve their writing ability. Some theories about teaching material development will be presented in the literature review.

B. LITERATURE REVIEW

Integrating English material into the local culture has been done by some researchers. They are Siti Sudartini "*Inserting Local Culture in English Language Teaching to Promote Character Education'*, and Dinar Martia Azizah and Anesa Surya *"Implemented English learning in Elementary school based on culture in Yogayakarta"*. Three of them tried to critically examine the practices of learning foreign languages, especially English, which generally paid little attention to the acculturation aspects of the accompanying culture and also looked for alternative solutions for the sake of support the achievement of character building based education in this country. In fact, the practice of teaching English always provides a space for the insertion of foreign cultural values of the speaking community which is not necessarily in line with our cultural values. In line with the objectives of national education, it seems that one effort that can be done to anticipate the impact of foreign cultural insertion is to integrate the values of Indonesian local culture into learning English as an alternative way to support government efforts in promoting character-based education which is believed to be very important for grow, improve and maintain the spirit of nationalism of the next generation of this nation. As a conclusion, Siti added that the addition and integration of local cultural values can be an alternative in preparing the cultural background and identity of students who are expected to increase their national awareness when they learn about other cultures in the practice of learning English.

While the result of Dinar and Anesa's research indicate that the syllabus and lesson plan used indicate less cultural integration. Indicators and learning objectives are still general. The cultural integration that is most often found in learning is the cultivation of noble values. This is done by the teacher through examples of sentences, texts, dialogues, and habitual behavior that reflects noble values. Cultural elements of artifacts and customs are not found during the learning process. The teacher has understood the nature of culture-based assessment, but has not used the assessment format in accordance with the manual. Obstacles that teachers find in learning include lack of even distribution of cultural-based education technical guidance, examples of cultural integration in learning in manuals have not been included, unavailability of culture-based English textbooks and learning media, and lack of school budgets to support English learning. Like Dinar and Anesa's research, the writer also raised local culture with learning English. The difference is, Surya and Anesa implemented it in elementary schools while this research will be developed at the Aliyah Madrasah, at the level of high school.

C. METHOD

This research is a development research, namely the development of English learning material in Genre with *Gayo* local wisdom approach in class X Madrasah Aliyah. Student Books for Grade X Genre material is the output of this research. In this study we used a development model of devices which is developed by Thiagarajan and Semmel, known as 4-D models. Thiagarajan in Rochmad stated that there are 4 stages in 4-D development model; they are define, design, develop, and dissemination.

The development model is tailored to the needs and context of the study. The development stages of the model are summarized as follows:

1. ***Define***

The purpose of this stage is to set and define learning conditions. There are 4 main steps in the definition phase, namely the initial-final analysis, student analysis, concept analysis, task analysis and the formulation of learning objectives.

    a. ***Initial-Final analysis***

    This analysis aims to determine the fundamental problem so that the media needs to develop teaching materials to reduce and solve problems.

    b. ***Student analysis***

    This analysis was conducted to identify the characteristics and initial behavior of students in accordance with the plan to develop teaching materials in accordance with the local culture of *Gayo* ethnic.

    c. ***Concept analysis and specifications of Learning Objectives***

    This analysis is carried out to identify, detail and systematically compile the material concepts that will be taught to students.

    d. ***Development Needs Analysis***

    This development needs analysis is carried out to see things related to the product material being developed, including: (1) the teacher's needs for the developed teaching material; (2) time efficiency, and (3) the ability of students to absorb material and produce their own text taught.

2. **Design**

The purpose of this stage is to prepare learning devices. This initial design is the design of learning devices along with the instruments to be developed. Activities carried out at this stage are:

a. Make learning designs in the form of lesson plans

b. Make a teaching material design in the form of types of texts relating to the local culture of *Gayo*

3. **Develop**

The purpose of the development stage is to modify learning devices so that to produce learning material based on local culture of *Gayo* tribe. This development phase was tested on a small scale in class X one of the MA in Takengon in the academic year 2018/2019. The activities at this stage are:

a. Validation of the learning design (RPP)

b. Validation on the Development of teaching materials in the form of types of text based on *Gayo* culture approach.

c. Test the product

4. **Distribution (disseminate)**

This stage is the stage of using the results of developing teaching material on a wider scale, for example in other classes, in other schools, by other teachers. The steps in this stage are validation and packaging testing.

Collecting Data Instrument

1. Validation Sheet of Learning Design Development (RPP).This validation sheet is used to obtain expert/expert assessment data on the product development of teaching materials in the form of RPP.

2. Validation Sheet of Teaching Material Development (Text Types).This validation sheet is used to obtain expert/expert assessment data on the product development of teaching materials in the form of types of texts which is developed in accordance with the cultural approach.

Technique of analyzing data

After collecting the data then it analyzed quantitatively. Data obtained from the results of validation by experts were analyzed to answer the question "is the material developed based on the cultural approach valid or not?

D. FINDINGS AND DISCUSSION

The following describes the results obtained in each process of developing teaching materials for writing skills in MA students using the 4D development model.

Results of Defining Phase

At this stage, there are a number of steps that have been taken, these steps include:

1. *Initial-Final Preliminary Analysis Results*

The initial-final analysis aims to obtain early information or data on the development of teaching material that will be conducted. Things that have been done are: observation, discussion and Q & A with students and also discussions with the MA English teachers in Central Aceh. From the results, it is found that there are a number of problems related to students' writing skills and teaching materials, it is not easy for students to write ideas because of the lack of reading resources they have, while they must be able to produce several types of texts. This problem is considered very important so that it is necessary to develop teaching materials that are in accordance with *Gayo* local culture approach in order to elaborate and solve these problems. From this analysis is also found that:

a. Since 2013, the Government has provided and required every school to have teaching materials that are suitable for the needs of students. However, this turned out to not produce maximum results, thus giving a considerable impact on the ability of students to write English texts. If all students can use the opportunity to read a lot of books from various sources, of course this will not be a significant problem. With this cycle running less optimally, the development of teaching materials to improve students' writing skills needs to be implemented at the level of Madrasah Aliyah in Central Aceh.

b. The environment of students in Madrasah Aliyah in Central Aceh is supported by sufficient teacher facilities so that the activities of the teacher group can develop teaching materials for each language skill on English subjects. However, the development of this material has not

been done on writing skills. So that students have not maximally developed their own potential in learning to write English-language texts.

c.   Curriculum demands at the level of high school in each subject require all students to achieve the standard competencies and basic competencies that have been determined.

d.   In general, educators (teachers) in Madrasah Aliyah in Central Aceh and students come from *Gayo* area, so they have an emotional closeness to the development of culture by putting it in writing English texts.

e.   Beside teachers and students who are indigenous *Gayonese*, there are also elder people who become valid source of information to explore more about the big event for *Gayo* activities and community. So that this information can be clearly stated in English texts.

2. **Analysis of Concepts and Specifications of Learning Objectives**

This analysis carries out to identify, itemize and systematically compile the concepts taught to students at the product trial stage. The research trial was carried out on English language subjects especially in the 2018/2019 school year. The competencies, concepts / material and indicators for these English subjects are:

Table 1. Basic competencies, concepts / material, and indicators on writing skills in English class X MA

No.	Basic competencies	Material	Indicators
1	Arranging simple oral and written recount texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context	Written recount text	Students can identify and compile recount texts properly
2	Arranging simple oral and written descriptive text about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context	Written descriptive text	Students can identify and arrange descriptive texts correctly
3	Compiling simple oral and written procedural texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context	Written procedure text	Students can identify and compile procedural texts properly

4	Arranging simple oral and written report texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context	Written report text	Students can identify and compile report text properly
5	Arrange simple oral and written narrative texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context	Written narrative text	Students can identify and compile narrative text properly

3. *Development of Needs Analysis*

The development of needs analysis was carried out to see things related to developed teaching material based on local cultural approach of *Gayo* , including: (1) the teacher's need for the development of the teaching material; (2) the adequacy of time for developing teaching materials in the form of types of text in accordance with the *Gayo* cultural environment; and (3) identification of basic competencies and competency standards that must be achieved by students. Based on observations and literature studies conducted by researchers, several things were identified related to development needs.

The results of discussion with several English language teachers in Madrasah Aliyah in Central Aceh and the teaching experience of researchers in High School level, identified several needs of developing teaching materials that would be developed, among others; (1) the text to be developed must be easily understood by students; (2) teaching material or types of texts (genre) which will be developed should include all aspects of competencies that must be achieved by students; and (3) teaching material or types of texts that are developed on the topic should be close to the daily lives of the *Gayonese* culture.

One of the needs in this development is the specification of the types of texts that are suitable for the needs of students and suitable for discussion at Madrasah Aliyah. For the development of teaching materials for these types of texts, researchers consulted many times and asked the indigenous of *Gayo* community to obtain valid information about historical sites in Takengon and customs practices carried out by local people.

To facilitate the development of teaching materials for types of texts, several analyzes were carried out by researchers, including:

a. Analysis of the curriculum and syllabus used in Madrasah Aliyah. This is done to minimize the incompatibility of the development of teaching materials in the form of text with the needs of students at school. In this stage, the writers, the teachers and experts discussed about curriculum and syllabus used in the school. The writers also made questionnaire to be filled by teacher about curriculum, syllabus and teaching material.

b. Analysis of student needs. This is done to find out the basic needs needed by students related to the development of language skills in producing types of text. Students were interviewed about their learning activity, they also fulfilled the questionnaire

c. Time analysis. This analysis is done to adjust the time setting with the instructional materials developed. The writers and teachers discussed to set the time in teaching the material.

4. Results of the Design Phase

In general, the initial design process for developing teaching skills is as follows:

a. Identifying the types of text in curriculum and syllabus of Madrasah Aliyah. From the results of this stage, the types of texts that are learnt by the students are; descriptive, narrative, procedure, report, recount.

b. Designing and compiling the development of texts that fit the context of *Gayo* culture and students' needs. For example, the development of descriptive text is in accordance with the description of regions, objects, attractions that can be described in Takengon, Central Aceh. Development of procedural texts can be done by gradually providing a description of the implementation of customary practices of local communities. Development of narrative texts is done by telling stories or legends in *Gayo* area. The development of recount texts by telling the experiences of people visiting *Gayo* land or it can also tell the experiences of indigenous *Gayo* when carrying out certain customary traditions. Development of report texts, by giving information about the places, flora and fauna that are believed to be very famous in *Gayo* area.

c. Meet or discuss with the surrounding community to get specific information about the region and customs carried out by *Gayo* community. This is done to avoid the invalidity of the text designed later.

d. Designing information that has been obtained from several sources and set out in the form of texts that are in accordance with the curriculum.

e. Discuss the results of the initial design with Language validators and English teachers at the school.

5. **Results of the Development Phase**

One of the criteria for determining the quality of teaching material development in writing skills by developing types of text is the suitability of the text with the applicable curriculum requirements. For this reason, one of the initial actions or plans that have been carried out is to recognize the types of texts as outlined in the syllabus and curriculum. The next step taken is the assessment (validation) by experts on the initial design (prototype-I) development of teaching materials using a local culture approach. The next step revises and continues on the revised design (prototype-II).

The following are the names of the validators, which provide an assessment of Prototype-I or the initial design of the development of teaching material through the *Gayo* Tribe Local culture approach in Takengon, Aceh Tengah Aceh.

Table 2 .Validators' Name

No	Name	Position	Expertise
1	Imam Munandar, M.TESOL	English Lecturer in STAIN Gajah Putih Takengon	English Education
2	M. Hasyimsyah Batubara, M.Hum	English Lecturer in STAIN Gajah Putih Takengon	Linguistics
3	Sungkawati Kardi Wahyuningsih, M.Pd	English Lecturer in STAIN Gajah Putih Takengon	English Education

Validation result of first design:

Table 3. Validation result of the first development of teaching material

No	Aspect and Criteria	Validators			Average	Category
		I	II	III		

1	The compatibility between material and curriculum	3	3	2	2,7	Very valid
2	The compatibility between genre and curriculum	2	3	3	2,7	Very valid
3	The compatibility between text and students' nedd	2	3	3	2,7	Very valid
4	The compatibility between development of text and local culture (Gayo)	3	2	3	2,7	Very valid
5	The compatibility between text and English context	3	3	3	3	Very valid
6	The accuracy of diction	3	2	3	2,7	Very valid
7	The accuracy of vocabulary	2	3	3	2,7	Very valid
8	The accuracy of using proper noun	3	3	3	3	Very valid
9	The accuracy of language feature	3	3	3	3	Very valid
10	The accuracy of orientation	3	3	3	3	Very valid
	Avearge	2,8	2,8	2,9	2,82	Very valid

The implementation and the result of try out

a. Try out implementation

   Trial activities have been carried out for four weeks, as supporting four times face to face with the schedule listed in table 4 below

Table 4 Time activity

Meeting	Date	Activity
1	01 Okt s.d. 06 Okt 2018	Meeting 1

2	08 Okt s.d. 13 Okt 2018	Meeting 2
3	15 Okt s.d 20 Okt 2018	Meeting 3
4	22 Okt s.d 27 Okt 2018	Meeting 4
5	29 Okt s.d 31 Okt 2018	Test and fulfilling questionnaire

b. Analyzing result of study

One of the data taken in the trial development of teaching material is data about student learning outcomes in English subjects for writing skills.

The following is a summary of descriptive statistical analysis of student learning outcomes in the trial development of teaching material through the Gayo cultural approach:

Table 5.

Descriptive Statistics Student Learning Outcomes

Statistics	
Data	32
Average	71,22
Median	70,00
Modus	65,00
Standard Deviation	11,58

From the statistical data above it is known that the average value of the results of student learning tests is 71.22 and is in the complete criteria with a minimum standard of completeness criteria for writing skills in English subjects at the Aliyah Madrasah is 70.00.

c. Analysis of student responses to the development of teaching material

In addition to learning outcomes researchers also want to know the students' responses to learning-based development of teaching material on writing skills using the Gayo local culture approach. In full, it can be seen in the summary of the analysis results for each indicator below:

Table.6.

Students' responses to text-based learning are based on local culture

NO	INDICATOR	POSITIVE	NEGATIVE
1	Are the texts developed quite familiar to you?	66,71%	33, 29%
2	Do you find it easier to write English text?	82,02%	17,98%
3	Does the development of teaching material in writing skills make it easier for you to produce English texts?	80,00%	20,00%
4	Are the types of text presented to you interesting?	78,90%	27,10%
5	Is the text developed easy to understand?	89,11%	18,89%
6	Is the text developed already complete enough?	69,28%	30, 72%
7	Do you agree that the development of teaching materials is also used in other language skills?	79,00%	21,00%
8	Do you think the material development of these types of texts can increase your desire to learn English?	83,05%	26,95%
9	Do you think the development of this teaching material can foster a sense of love for local culture?	95,00%	05,00%
AVERAGE		80,34%	22,66%

From the table above, it can be seen that there are 80,34% who give positive respond to teaching material development and 22,66% were the opposite.

6. Results of Text Type Design

DESCRIPTIVE

Loyang Koro

Loyang Koro (Cave of Buffalo) is one of the tourist attractions that surround of Laut Tawar Lake. This cave is very beautiful and always crowded by visitors on holidays.

Loyang Koro is a natural cave that has been used to carry buffalo, so it is named Koro. This cave is located on the edge of Laut Tawar lake and at the foot of Mount Birahpanyang in Kebayakan district. It can be reached with approximately 5 km east of the capital city of Takengon, The depth of this cave is about 110 meters.

When entering the cave, in the door there are 2 sheets of paper attached to the walls, containing the history of the origin of the name Loyang Koro cave and the stories that are linked to the cave.

The cave has been facilitated by hanging lights from the ceiling of the cave, so we do not need to bring our own lighting equipment. These lights are provided by the 100-meter long manager from the door of Loyang Koro. The existence of this lighting device is expected to help visitors to browse each cave hall while looking at the beauty contained in it.

This cave used to pass through Isak, through this buffalo's cave, loggers used to carry their cattle. It is a shortcut to go to Isak or to Takengon City for trade, if they bring cattle across the highway, it is very far and need longer time.   From Isak there is also Goat Cave which is connected to the Koro's baking cave, but now it is closed and cannot be passed again.

The descriptive text above has Generic Structure as follows: In the first and second paragraph are the introduction of the object to be described, namely Loyang Koro; what is Loyang Koro and where it is located. The third paragraph and so on describes the shape and the use of the Koro Loyang. Language features that appear in the text above are the use of adjectives such as *beautiful, long, crowded, bottom, far and others*. The type of tense used is Simple Present which shows the descriptive characteristics of text which is marked with to be: *is* and *are* and the bare infinitive verb forms such as *bring* and *has*.

NARRATIVE

Putri Pukes (Inen Manyak Pukes)

A long time ago in the land of Gayo, lived a daughter namely Pukes. Pukes lived happily with her parents in a gayo traditional house since her childhood. When she reached adulthood, Putri Pukes had become a beautiful, polite and devoted girl to her parents.

A family in a neighboring village heard news about Putri Pukes and she intended to propose for Putri Pukes to be her daughter-in-law. Putri Pukes would be married with their son Banta Keumari.

The messenger arrived at Putri Pukes's parents' house to propose to the girl. Then, the proposal is accepted and the wedding time had also been set.

The happy day arrived. A festive party in the style of Tanah Gayo took place. The party took place three days and three nights.The guests come from all over the village. There were many dance performances such as Guel dance, Reusam Beurume dance and Putri Bungsu dance. All guests feel entertained.

The next day was a historic day for Princess Pukes. She must be willing to part with his parents and relatives. Putri Pukes would accompany her husband to live with in-laws in her husband's village. When she was going to leave her house, her mother said, "O my daughter Putri Pukes. Now you are an adult, you are married. We have educated you with all of our capabilities. Now take your life and be yourself. May you find happiness in your life my child! One more message, "After leaving this house do not even look back and keep walking."

In the midst of a boundary journey between her village and her husband's village, Putri Pukes longing was unstoppable. She subconsciously looked back. However, unexpectedly the sky suddenly darkened, the rain fell with thunderous lightning. After the weather was friendly again, Putri Pukes and her husband had become stone and until now the stone could be found in the border area of Takengon city towards Bintang.

A moral lesson that we can got from this story is children must be obey to their parents in order to have a good life in the future.

The Generic Structure and language of the text above are:

a. Orientation: first paragraph, introduction of characters

b. Complication: Putri Pukes violated the rules her mother had told her that when she walked away, she could not look back.

c. Resolution: Princess Pukes and her husband became stone and the area around them became the Lut Tawar Lake

d. Re-orientation: Children must obey the advice of parents to get a blessing and a good future

e. Language Feature: using Simple Past, there is a word along time ago as an opening and a dialogue in the story

Procedure

Panen Kopi

Coffee is one of the incomes of Central Aceh farmers. How to grow coffee requires a series of processes from the beginning of land preparation to harvest coffee. The steps to grow coffee consist of: Land Preparation: should be planted on the ground with a height of at least 60 meters above sea level but not more than 800 meters above sea level. If you have found a land that has these criteria, you can proceed to the next step to plant coffee. Furthermore, the planting of shade trees (Light Barrier), because coffee plants need a cool weather and are not exposed to direct sunlight, there should some plants need to be used as shade, such as lamtoro and sengon.

Next, the cultivation of the land, if the shade trees have grown high and protect the land from direct sunlight exposure, then the process of cultivating land for coffee can be started. By making the planting hole first with a size of about 30 x 30 cm and a depth of 30 cm also makes other planting holes that are arranged so that the minimum neatness is 2 m. then the planting hole uses given bactericides and fungicides.

After the planting hole is ready, the next is the provision of basic fertilizer, which is useful to provide the main nutrient supply for coffee plants during their lifetime. Basic fertilizers used are organic fertilizers which can be manure, organic fertilizer or organic granular fertilizer. It may take at least 2 weeks for the fertilizer to decompose properly. While waiting for the fertilizer to break down, we can prepare the seeds first. After the seeds are ready, they can be planted into the planting hole.

Then, water the seedlings first before being transferred to the planting hole. The seedlings transfer should be done in the afternoon in order to avoid the plants wilting in the heat of the day. Complete the planting of seeds at one time, make a loosely circular soil mound around the base of the plant so that the water easily seeps in and does not stagnate. Return the seedlings that have been planted, do the planting for the first 2 weeks, if selecting plants are sick, dead and abnormal, replace them with new seeds.

After finished, the next step is the maintenance of plants which are an important part of how to grow coffee because the care of coffee plants will affect the fruit production. Harvesting coffee can be done after the plants are around 2.5 - 3 years. Over time, with the increasing number of tree branches, the yield will also increase. Coffee plants are not harvested at all times because the fruit will not ripen simultaneously. Therefore it can take up to a month to harvest coffee.

> *The ripe coffee fruit can be seen from the color that has turned to red. This is the color of the best coffee beans to harvest. You can harvest it using your hands. Pick only ripe fruit,not the young or even rotten. The harvested fruit then put into a container.*

The procedure text above is marked by the existence of several adverbial sequences such as furthermore, after, therefore, next, as well as the use of Simple Present Tense such as verbs, can, increase, pick, transfer and others.

REPORT

Pacuan Kuda

> *Gayo Traditional Race is held twice each year in Central Aceh Regency: in February, commemorating the anniversary of Takengon City and in August, commemorating the Republic of Indonesia's independence day.*
>
> *Each district sends their hero to compete in this horse race. Jockeys riding horses are usually teenagers aged 13-15 years. With hard training and maximum effort, they can advance to this race. Winner of this race is based on the fastest horse going to the finish line.*
>
> *Pace Kude is usually held in racetrack, which is surrounded by a ring so that the horse does not come out of the area. Around the match area there are various games and entertainment for the audience. Near to the racetrack, the audience also can shop with cheaper price because many street sellers get together in that place. Since a long time ago, traditional horse racing of Gayo always a big moment for Gayonese people.*

Text Analysis:

1) Generic Structure: Provides general information about Horse Racing
2) Language Feature: the number of nouns such as horses, items, audience, pitcher, race. The use of bare infinitive or additional infinitive verbs in Simple Present Tense such as: is, are and sends.

E. CONCLUSION

This study aims to obtain teaching material using Gayo local culture approach. From that aim, it can be concluded that

1. To develop teaching writing material using a local culture approach, the researcher used a 4-D development model which is proposed by Thiagarajan, Dorothy S. Semmel and Melvin I. (Define, design, develop and disseminate)

2. The result of this development activity is the development of the types of texts in accordance with the context of Gayo culture.

3. The results of the validation of experts are known that the interventions carried out in developing teaching materials based on local culture can be declared valid or have a high content validation level. The analysis shows the development of teaching materials using the local approach of the *Gayo* ethnic has a high level of reliability.

REFERENCES

Anderson, B., O'Gorman, R.,. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London, UnitedKingdom: Verso.

Azizah, D.M., Surya, A. (2017). Implementasi Pembelajaran Bahasa Inggris SD Berbasis Budaya di Yogyakarta. *DWIJACENDEKIA Jurnal Riset Pedagogik,* 1(1), 10-18

Berkowitz, Marvin W. & Melinda C. B,. (2005). *What Works in Character Education: A Research-Driven Guide For Educators.* St. Louis: University of Missouri Press.

Diana, N. (2012). *Manajemen Pendidikan Berbasis Budaya Lokal Lampung (Analisis Eksploratif Mencari Basis Filosofis).* Analisis, XII(1), 183-208.

Direktorat jenderal Pendidikan Islam Departemen Agama,. (2006).*Undang-undang dan peraturan pemerintah RI Tentang Pendidikan*, Jakarta: Departemen Agama.

Foley, W. A.(2001). *Anthropological Linguistics: An Introduction.*Massachusetts: Blackwell Publishers.

Goldberg, M. (2000). *Art and learning: An integrated approach to teaching and learning in multicultural and multilingual setting* New york: Addison Wesley Longman

Gonzales, A. (1995). "The Cultural Content of English as an International Auxiliary Language (EIAL): Problems and Issues", in Makhan L. Tickoo (ed.), *Language and Culture in Multilingual Societies: Viewpoints and Visions.* Singapore: SEAMEO Regional Language Centre with Sherson Publishing House, Pte. Ltd.

Grant, C. A. and J. L Lei (eds). (2001). *Global Constructions Of MulticulturalEducation: Theories And Realities.* New Jersey: Lawrence ErlbaumAssociates, Inc.

Hornby, A.S. (1987). *Oxford Advance Dictionary.* Oxford: Oxford University Press

Ibrahim, M., Hakim, A. P., (2014). Syari'at dan Adat Istiadat, 2010. Takengon: Yayasan Makama Mahmuda, 137-170

Kementerian Pendidikan Nasional. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah.* Jakarta: Kementerian PendidikanNasional, Badan Penelitian dan Pengembangan Pusat Kurikulum.

Koentjaraningrat. (1986). "Peranan *local genius* dalam akulturasi", dalam Ayatrohaedi, (ed.), *Kepribadian Budaya Bangsa (Local Genius).* Jakarta: Pustaka Jaya.

Krieger, D. (2005). Teaching ESL versus EFL: Principles and Practices. *Forum* 43 (2): 8-16

Lestari, L.(2010). Mengenalkan aspek budaya dalam pembelajaran bahasa Inggris, https://www.researchgate.net/publication/321298704 , accessed 8 January 2019, 04.12 WIB.

Mulyana, D. (2007). *Ilmu Komunikasi Suatu Pengantar.* Bandung: Remaja Rosdakarya.

Nikolov, M (ed.). (2009). *Early Learning of Modern Foreign Languages:Processes and Outcomes. Second Edition.* Bristol: Short Run Press Ltd.

Prasetyo, Z,et al.(2011). *Pengembangan Perangkat Pembelajaran Sains Terpadu Untuk Meningkatkan Kognitif, Keterampilan Proses, Kreativitas serta Menerapkan Konsep Ilmiah Peserta Didik SMP.* Program Pascasarjana UNY.

Richards, J. C.,   Renandya, W., (eds).(2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: Cambridge University Press.

Richard, J. C,. Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics 3rd Edition.* Edinburgh: Pearson Education Limited.

Rusydi, I.(2014). Pendidikan Berbasis Budaya Cirebon. Cirebon: Intizar.

Sharifian, F,. G. B. Palmer. (2007). *Applied Cultural Linguistics Implications for Second Language Learning and Intercultural Communication.* Amsterdam & Philadelphia: John Benjamins Publishing Company.

Sudartini, S. (2012).*Inserting Local Culture in English Language Teaching to Promote Character Education.* Jurnal Pendidikan Karakter. LPPMP UNY Yogyakarta. Edisi Feberuari 2012

Straub, H. (1999). Designing a Cross Culture Course. *Forum* 37 (3): 2-9