CHAPTER 1
INTRODUCTION

1.1 Background of the Study

In learning a language several skills need to be considered. In learning English, productive skills and receptive skills need to be considered, because these two skills determine the level of language of students. Productive skills include the ability to write and speak while receptive abilities include the ability to read and listen [1]. To be proficient in English, students need to be good at both understanding the language (listening and reading) and using it effectively (speaking and writing). These are called receptive and productive language skills. By mastering both, students can excel in their English language abilities, which is important for academic and professional success. Teachers should focus on helping students develop both receptive and productive skills to improve their overall English proficiency.

Based on the four abilities above, writing is the most difficult ability for students. Writing is a complex ability because students must be able to imagine, compile, and convey what they think. In addition, there are also important elements that need to be considered in writing, such as grammar, paragraph organization, and selection of the right vocabulary. In addition, other factors that need to be considered are writing techniques such as punctuation, capitalization, spelling, cohesion, and text structure [1]. Mastery of good writing factors can help produce good writing as well.

There is no limit to writing. Writing can be classified into two main categories: academic and non-academic writing. Academic writing is typically performed by students during their schooling and is an integral part of academic activities. This form of writing adheres to specific conventions, guidelines, and styles that are commonly recognized within educational institutions. Academic writing is predominantly focused on conveying knowledge, supporting arguments with evidence, and presenting information in a structured and coherent manner.

On the other hand, non-academic writing encompasses various forms of writing that are not directly related to formal education or academic pursuits. It includes personal writing, such as entries in diary books, where individuals record their thoughts, feelings, and experiences for personal reflection. Non-academic writing also comprises note-taking for important memos or reminders, where the primary aim is to capture information quickly and efficiently.

Another common example of non-academic writing is the creation of captions for social media posts. In this context, individuals use concise and engaging language to complement visual content and express their ideas or emotions to a broader audience on social media platforms.

In summary, academic writing is centered around educational purposes and follows specific academic standards, while non-academic writing covers a range of informal writing activities, including personal reflections, note-taking, and social media captions. Understanding the distinctions between these two types of writing can help students and individuals adapt their writing styles appropriately for various contexts and purposes. Therefore writing makes students free in imagining and critical thinking. According to Sopiani, Said, & Ratnawati (2019), the quality of student writing is influenced by the student's high-level thinking ability [2].

Although there is no such restriction in writing, in reality, there are still many students who are not proficient in writing. This is due to several factors, such as students not mastering important elements in writing. Often students experience obstacles to linguistic elements and vocabulary selection. This is because English is not the first language so they are quite unfamiliar with the use of vocabulary in English. That way they feel insecure and unable to express what they imagine in their writing. Because of this, students' writing skills need to be improved. According to Hyland in "Systematic Review: Approaches in Teaching Writing Skills in ESL Classroom" said that The effort to train students' writing skills is to be trained since students are in elementary school [3].

Based on research conducted at SMAN 1 Gondang in preliminary research in the activities of *Field Experience Practice (PPL)* which was held from September 26 to November 30, 2022, grade 10 languages experienced several obstacles in writing English. First, students have difficulty coming up with ideas for the topic they are going to write about. Second, students are at a loss to channel their ideas into writing. Third, there is a lack of understanding of grammar and writing structure so students are afraid to write. The above problem is in line with Graves' (1978:14) opinion, namely that the cause of a person's reluctance to write is not knowing what to write for, feeling that there is no talent in writing, and not knowing how to start [4]. According to Kaswan Darmadi (1996: 11) there a, four factors that cause to have difficulty in writing, including 1) Fear of starting, 2) not knowing when to start, 3) organization, and 4) Language [4].

From the above problems, researchers want to provide solutions related to narrative text learning through CRT (Culturally Responsive Teaching) using Folktale media. CRT is learning that is connected to the student's culture, language, experience, and what they have learned in school. Learning with the CRT method invites students to get to know more about the cultural identity that exists around them. The key to success in CRT is awareness of the culture it has. According to Gay, 2002: 106, teaching is more effective by integrating cultural characteristics, experiences, and perspectives of students in learning [5]. With this CRT method, researchers hope to increase narrative learning and increase students' awareness of the culture around them.

In the CRT method, students' cultural experiences will be brought into classroom learning. This culture will focus on the local culture that is around students. Local culture refers to the way of human life, festivals, historical places, art, music, dance, and food that originate from a certain particular. The use of local culture in CRT learning provides many benefits for students including activating background knowledge of students, attracting students and motivating students to talk about their culture, and

providing the material that is relevant to what they need [cahyono, 2013]. Including local cultural content in learning helps students in several ways, First, Easier learning: When students learn about things familiar to their own culture, they understand and remember the information better. Second, Accessible resources: Using local examples and resources makes learning more practical and relevant to students' daily lives. Third, understanding regional conditions: Learning about their own culture and region helps students connect better with their surroundings. Fourth, Increased knowledge: Exploring local culture and traditions gives students a sense of pride and identity, making them more motivated to learn [6]. Mojokerto has a lot of local cultures, therefore researchers want to maximize learning by using the local culture around them so students can get to know more about their local culture.

In practice, researchers use folktale media. the researcher chooses to use folktales because the younger generation today lacks awareness of their culture. Amidst the prevailing era of globalization, culture is beginning to erode, this is due to increasingly advanced times and the many new cultures that have entered so that local culture has begun to be forgotten. On this matter, we cannot remain silent. This is because local culture is an ancestral heritage that must be preserved [7]. Even so, we cannot close our eyes if today's technological developments help our lives a lot. To revive folktales, the right media is needed, namely by integrating technology into them. This is in line with increasingly sophisticated technological developments. So that both can walk in harmony between culture and technology. So that the two can run in harmony between culture and technology. Folktale is not only popular among children but also among adults due to their oral spread [8]. Folktale is the identity of a nation to know a culture. Arbona & Chireac (2015) argue that a folktale is an important tool in intercultural education, and literature is an important tool in recognizing and understanding a person, one root, and the unique symbols that shape the identity of a nation. Therefore, folktales are a great choice for use as a way to learn. In addition, the folktale is also included in the 18 character education

according to the Ministry of Education and Culture, namely raising the value of love for the homeland.

Considering the information given earlier, this study clarifies the impact of teaching narrative text using folktales through CRT. In addition, this study also identified whether CRT can help students write narrative text using folktales in the tenth grade of SMAN 1 Gondang.

1.2 Formulation of the Problems

1. Does the implementation of Culturally Responsive Teaching (CRT) in teaching narrative text through folktales enhance student writing abilities?
2. How does student perceptions in learning to write narratives using folktale through CRT?

1.3 The Objective of the Study

1. To find out whether teaching narrative using folktale through CRT can enhance student writing abilities.
2. To find out how students' perceptions in learning narrative texts using folktales through CRT.

1.4 The Significance of the Study

1.4.1 Theoretical

This research is anticipated to provide evidence that supports the use of folktales in the learning process to enhance students' proficiency in writing narrative texts.

1.4.2 Practical

The selection of folktales as a medium for teaching writing with the CRT method is expected to help teachers teach narrative text better and narratively. Furthermore, it is anticipated that this approach will contribute to students enhancing their proficiency in crafting narrative compositions.

1.5 Limitations of the Study

In terms of activity, this study teaches to write narrative text using folktales and CRT (Culturally Responsive Teaching). Based on the content of this study, looks at the generic structure of narrative texts, vocabulary, sentence structure, and writing. Therefore, researchers want to maximize the use of folklore through CRT as a medium to improve students' ability to write narrative texts.