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***Cisadane Festival Local Tradition as a Learning Resources in Improving Students' Writing Skill on Descriptive Text***<sup>1</sup>Hery Nuraini, <sup>2</sup>Asep Muhyidin, <sup>3</sup>Ujang Jamaludin, <sup>4</sup>Suroso Mukti Leksono<sup>1</sup>[hnuraini@unis.ac.id](mailto:hnuraini@unis.ac.id), <sup>2</sup>[muhyidin21@gmail.com](mailto:muhyidin21@gmail.com), <sup>3</sup>[ujangjamaludin@untirta.ac.id](mailto:ujangjamaludin@untirta.ac.id),  
<sup>4</sup>[sumule56@yahoo.com](mailto:sumule56@yahoo.com)<sup>1,2,3,4</sup>Sultan Ageng Tirtayasa University, Banten, Indonesia**ABSTRACT**

*Understanding descriptive text in learning English is not easy for Al-Husna Senior High School at tenth grade. Most of students still found difficulties in elaborating the text such as find the idea, explore the sub-topic, and separate the characteristics of descriptive text. The aim of this study was to investigate the used of local culture as a learning resource in improving students' writing skill on descriptive text. This study applied descriptive qualitative with the total subjects of research were 35 students. Written test and interview were used in collecting the data. The result of written test showed that the students' average score on the post-test had increased compared to the average score on the pre-test. The result of written test was in line with the result of interview which showed a positive response to the use of local culture in learning descriptive texts. All respondents felt happy and interested in learning descriptive text based on local culture of Tangerang City, so they could get to know this culture more closely. Using cultural festivals as a learning resource not only improve their writing skill on descriptive text but also helps students develop an appreciation for local culture, increases their awareness of the region's rich cultural heritage, and develops a sense of pride in their cultural identity. These findings demonstrate the importance of integrating more local cultural festivals into the learning curriculum to enrich students' writing skills through strengthening connections with local culture and traditions.*

**KEYWORDS:** *cisadane festival; descriptive text; learning resources; writing skill*

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## PENDAHULUAN

Tangerang City is a part of Banten province which borders directly on the capital city of Indonesia (Jakarta City). The strategic location of the city of Tangerang makes it one of the industrial cities in Indonesia. So, there are many various of tribes, ethnics, and cultures live in that city (Rosyadi, 2010). Talking about the city of Tangerang cannot be separated from the local culture that colors the city (Lestari et al., 2021).

The local culture of each regions has characteristics and values or norms that reflect the local community which are passed down from generation to generation as cultural heritage. The existence of local culture in an area certainly has a close relationship (Abdillah Rachman & Andi, 2022) . Local culture contains values or norms that can become a guide for that community (Horton & Hunt, 1984). Local culture should be introduced from an early age to the next generation so that it does not fade with time. Education as a forum for introducing local culture should integrate it into the curriculum.

The application of the *Profil Pelajar Pancasila* in the *Kurikulum Merdeka* is one manifestation of cultural preservation, both local and national that is included in diversity (Devy Eriani & Susanti, 2023; Ulandari & Rapita, 2023) . However, conditions in the field are still rare to find integration of local culture in English language subject at school, especially in learning to write descriptive texts. In learning writing, students must understand the sentence's structure to express their idea and characteristics of the text itself (Atayeva et al., 2019; Jayanti, 2019; Rivai et

al., 2017). Learning to write at the high school level is an important part of the Indonesian language curriculum which aims to develop students' abilities in composing good and correct texts. Through this learning, students are expected to be able to convey ideas and information clearly and effectively, as well as master various types of texts needed in academic and everyday life (Haryono, 2018). One type of text that receives special attention is descriptive text, because this skill is important for building students' observation and expression skills in describing the world around them.

Descriptive text requires students to describe objects, places, or events in detail so that readers can imagine the thing being described as if they had experienced it themselves (Darman, et al., 2020). This involves the use of various language devices such as adjectives, adverbs, as well as sentences rich in sensory detail. In writing descriptive texts, students must be able to capture and express the distinctive characteristics of the objects or events they describe, so that their writing is not only informative but also interesting and lively.

To achieve this goal, learning to write descriptive texts must be designed in such a way that students can develop their observation and expression skills. Teachers need to provide various teaching materials and activities that stimulate students' creativity and imagination (Azis, et al., 2019). Additionally, repeated writing practice with constructive feedback is essential to help students refine and improve the quality of their writing. Through this process, students not only learn to write

descriptive text well and correctly, but also gain valuable skills that they can use in various contexts in the future.

In doing observation, the researchers found that in teaching and learning process in the classroom, the teacher only used students' worksheet or *Lembar Kerja Siswa (LKS)*, English's text book and example of descriptive text from internet. The materials of descriptive text were general not specified to local culture. Some of students difficult to express their ideas through paper, because they did not enough the basic knowledge of what they want to write in descriptive text (Kristiana et al., 2021). In making the text, the students only copied from the internet so they did not know the generic structure of descriptive text itself. It happened because the limited vocabulary that students have. This limitation makes it difficult for them to find the right words to describe objects, places or events in detail and accurately (Mulyati, 2022). As a result, the descriptions they write are often less lively and less interesting, making it difficult for readers to imagine what is being described.

Several Apart from limited vocabulary, students also often face difficulties in constructing clear and interesting sentences. Composing good descriptive sentences requires the ability to arrange words effectively, use varied sentence structures, and ensure a logical and coherent flow of writing (Kusumaningrum, 2021). Without this ability, the descriptions created tend to be monotonous and less dynamic, so they are unable to attract the reader's attention. In addition, students often lack inspiration or ideas to write about, which can be caused by a lack of experience or exposure to various

objects or situations that can be described.

Therefore, innovative and contextual learning strategies are needed so that students can more easily understand and apply descriptive writing skills. One approach that can be used is direct experience-based learning, where students are invited to observe and experience for themselves the objects or events they are going to describe (Diana, et al., 2019). For example, visits to interesting places or direct observation of certain activities can provide students with inspiration and rich material to write about. Apart from that, the use of technology and interactive media can also help improve students' vocabulary and writing skills through various interesting exercises and games. With the right strategy, students are expected to be more motivated and able to produce better descriptive texts (Putra, et al., 2023).

The Cisadane Festival, which is one of the annual cultural events in Tangerang City, offers great potential as a rich learning source for writing descriptive texts. The festival features various cultural activities, arts and local traditions that reflect the rich cultural heritage of the area. From a float parade on the Cisadane River to various traditional dance, music and culinary performances, this festival provides students with the opportunity to observe and create firsthand various unique and interesting cultural aspects (Ritonga, 2021). By utilizing the Cisadane Festival as contextual material in learning, students can be more involved emotionally and intellectually in writing descriptive texts. This learning resource allow students to gather rich sensory details, such as colors, sounds, aromas, and

atmospheres that they can use in their descriptions. Apart from that, interaction with various elements of local culture and traditions during the festival can provide inspiration and fresh ideas, so that students no longer have difficulty finding interesting topics or material to write about (Sania, et al., 2020).

The use of the Cisadane Festival as a learning tool is also in line with the contextual learning approach which emphasizes the importance of connecting lesson material with students' real lives. When students see the relevance of classroom learning with real experience in the field, they tend to be more motivated and enthusiastic in learning. Thus, utilizing the Cisadane Festival in learning to write descriptive texts not only helps students develop their writing skills, but also enriches their understanding of local culture and increases appreciation of the rich cultural heritage of the region.

Therefore, this research aims to explore how the Cisadane Festival can be used as a learning resources in improving students' writing skill on descriptive text at Al-Husna Senior High School. Through this research, various effective strategies and methods will be identified in utilizing festival elements as inspirational and contextual teaching materials. This approach is expected to provide a more meaningful learning experience for students, by utilizing local cultural riches as a source of interesting and relevant material.

It is hoped that this research can contribute to the development of more effective and contextual Indonesian language learning methods. By applying the findings

of this research, teachers can develop more creative and experience-based teaching techniques, thereby improving students' writing skills. In addition, this research can also be a model for other schools in integrating local cultural events into their curriculum, to enrich the learning process and make it more interesting for students. Overall, this research not only aims to improve students' writing skills on descriptive text at Al-Husna Senior High School, but also to help them develop critical thinking, and appreciation of local culture. In this way, students not only learn to write better, but also become more aware and appreciative of the rich culture around them. It is hoped that this research can pave the way for other innovations in Indonesian language learning, which can be applied in other contexts relevant to students' lives and contribute to innovative learning methods (Syafitri, et al., 2021) in learning English.

## **RESEARCH METHODOLOGY**

The research method used in this study was descriptive qualitative. This method was chosen because it allows researchers to explore and understand in depth the experiences and views of students and teachers in using the Cisadane Festival as a learning tool for writing descriptive texts. Through a qualitative approach, the data obtained can provide a richer and more detailed picture of how this festival can strengthen classroom learning.

This study conducted at Al-Husna Senior High School - Tangerang City. This research was conducted over 8 meetings. The researchers chose tenth grade students as research subject with the total of it were 35

students. In interview, the researchers took 3 students as a sample and the students were selected from their English score in learning writing especially on descriptive text. The researchers classified the participants based on their English's score in three level (high score, middle score, and low score).

In this study, the researchers used two kinds of instruments, namely written test and interview. In written test, the researchers used pre-test and post-test essay (Sugiyarni & Rini, 2023). Then, the students were instructed to make a descriptive text based on their favorite objects or things in Cisadane Festival. It is used to evaluate the improvement of students' writing skills before and after learning descriptive text. After doing the final test, the researchers did interview to the respondents. The interview used structured guidelines interview with ten questions that related to the topic. Interview used to gain insight into their experience in using Cisadane Festival as a learning

resource, as well as to determine the challenges and benefits they felt (Yuwono, 2024). The data was collected, recorded, and analyzed descriptively qualitative (Nuraeni, 2023). After collecting the data, the researchers used the theory from Miles & Huberman, (1994) to analyze the data. The analyzing of data was included data reduction, data display, and conclusions or drawing.

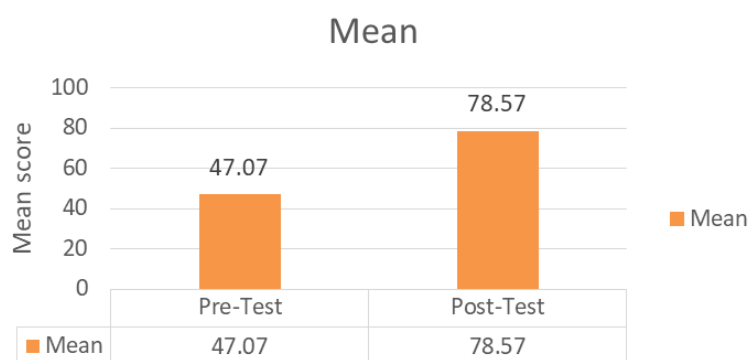
## RESULTS AND DISCUSSION

### The Result of Written Test

In the written test, the researchers analyzed the data from students' worksheet in doing the essay task (Rini, 2023). The essay is focused on descriptive text. The researchers used pre-test and post-test to measure the improvement of students' skill in writing descriptive text. The test was given to students in tenth grade with the total number of students are 35 students. The description data can be seen on the table 1 below:

**Table 1. Descriptive statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	35	25	71	47.07	11.54
Posttest	35	55	96	78.57	10.402
Valid N (listwise)	35				



**Graph 1. The Comparison of Writing's Result**

Based on the data in table 1, it can be seen that there are differences score between pre-test and post-test. The score of post-tests is higher than pre-test ( $78.57 > 47.07$ ). The difference mean's score between post-test and pre-test is 31.5. This research shows that the use of Cisadane Festival as a learning resource in learning to write descriptive text at Al-Husna Senior High School has a significant positive impact. The students show increased quality and depth of description in their writing.

### The Result of Interview

In conducting the interview, the

researchers took 3 students as a representative data of the whole subject of research. The students were selected based on their category score in writing descriptive text which is included low, middle, and high score. This finding used to know students' perception on the use Cisadane Festival as a learning resource in delivering materials on descriptive text. In doing interview, the researchers used structure form of interview guidelines (Sugiyono, 2013) with 4 indicators. The indicators are feeling, experiences, thinking abilities, and frame of references (Faudy Akbar, 2015). The complete result can be seen on table 2 below:

No	Respondents	Questions	Answers
1	<b>Respondent 1</b>	<p><b>Feeling</b></p> <p>How do you feel about the use of Cisadane Festival as a teaching material in learning writing descriptive text?</p> <p>Does the use of Cisadane Festival as a teaching material make you more enthusiastic and happier in learning writing descriptive text?</p> <p><b>Experience</b></p> <p>What improvement do you feel in learning to write by using the Cisadane Festival as a cultural object in descriptive text?</p> <p>Do you have a positive experience in using Cisadane Festival as a teaching material in learning writing descriptive text?</p> <p><b>Thinking ability</b></p> <p>How do you understand in learning to write descriptive text?</p> <p>How is your ability to describe cultural objects at the Cisadane Festival in learning writing descriptive text?</p>	<p>I feel happy. It is very interesting and new ways in learning descriptive text by using local culture like Cisadane Festival.</p> <p>Yes, of course. Because this festival is very familiar in our city and I think it is very useful to engage my idea in making descriptive text.</p> <p>I think, I can improve my skill in doing writing descriptive text also improve my vocabulary.</p> <p>Yes, this is my first time to make descriptive text by using one of the objects in Cisadane festival.</p> <p>I think, to make the good descriptive text, I should understand the generic structure and language features.</p> <p>I think, it is easy to make this text if we know the real object or familiar object that we want to describe it.</p>

	<p><b>Terms of reference</b></p> <p>How do you understand the concept of learning to write in descriptive text?</p> <p>What is your view on the use of cultural objects at the Cisadane festival in creating descriptive text?</p>	<p>My opinion about descriptive text is text that describe something such as person, place, and things.</p> <p>I think, it is very good way to motivate students in studying writing descriptive text.</p>
<b>2 Respondent 2</b>	<p><b>Feeling</b></p> <p>How do you feel about the use of Cisadane Festival as a teaching material in learning writing descriptive text?</p> <p>Does the use of Cisadane Festival as a teaching material make you more enthusiastic and happier in learning writing descriptive text?</p> <p><b>Experience</b></p> <p>What improvement do you feel in learning to write by using the Cisadane Festival as a cultural object in descriptive text?</p> <p>Do you have a positive experience in using Cisadane Festival as a teaching material in learning writing descriptive text?</p> <p><b>Thinking ability</b></p> <p>How do you understand in learning to write descriptive text?</p> <p>How is your ability to describe cultural objects at the Cisadane Festival in learning writing descriptive text?</p>	<p>I feel enjoy in learning the materials</p> <p>Yes, because it is very interesting and I'm very happy to describe the object in Cisadane Festival.</p> <p>I feel that I can improve my vocabulary and writing skill.</p> <p>Yes I have, because it can motivate me in learning English.</p> <p>I think, it should be understood the characteristics of this text.</p> <p>I think, my writing ability also increase by describing a Cisadane Festival onject.</p>
	<p><b>Terms of reference</b></p> <p>How do you understand the concept of learning to write in descriptive text?</p> <p>What is your view on the use of cultural objects at the Cisadane festival in creating descriptive text?</p>	<p>I think, it should be understood the generic structure and language feature of the text.</p> <p>I think, it is very interesting to help me understand and create the text.</p>
<b>3 Respondent 3</b>	<p><b>Feeling</b></p> <p>How do you feel about the use of Cisadane Festival as a teaching material in learning writing descriptive text?</p> <p>Does the use of Cisadane Festival as a teaching material make you more enthusiastic and happier in learning writing descriptive text?</p>	<p>I feel enjoy.</p> <p>Yes, it is good.</p>

<b>Experience</b>	
What improvement do you feel in learning to write by using the Cisadane Festival as a cultural object in descriptive text?	Yes, I can improve my skill in writing.
Do you have a positive experience in using Cisadane Festival as a teaching material in learning writing descriptive text?	Yes, it can help me in encouraging my booster.
<b>Thinking ability</b>	
How do you understand in learning to write descriptive text?	I think, it is very useful.
How is your ability to describe cultural objects at the Cisadane Festival in learning writing descriptive text?	My ability is improving than before. Using local culture is very helpful.
<b>Terms of reference</b>	
How do you understand the concept of learning to write in descriptive text?	I think by understanding the characteristics of text
What is your view on the use of cultural objects at the Cisadane festival in creating descriptive text?	I think, it this very match with the topic.

Based on the result of students' interview, it shows that most of respondents give positive perception on the use of Cisadane Festival as a learning resource in learning to write descriptive text in all indicators included feeling, experience, thinking ability, and terms of reference. The feelings indicator shows that the all respondents feel happy and enthusiastic in learning descriptive text by using local culture as a learning resource. In the experience indicators, the students said that it was their first-time experience in using local culture as a topic in descriptive text, so it helps them to express their ideas. In terms of thinking ability indicators, the students stated that the use of objects in the Cisadane Festival could help them understand the characteristics of descriptive texts, thereby helping them to create these texts. In the

terms of reference indicator, they also said that the use of local culture such as the Cisadane Festival was very appropriate to learn descriptive text. So, it can be concluded that the use of local culture objects is able to improve students' knowledge and skills in learning English, especially in writing descriptive text. Apart from that, it can increase their vocabulary and motivation in learning English.

This research quite different with the previous study conducted by Nurazizah et al., (2023) whose focused on Betawi cultural in developing procedure text. She found that students were very satisfied and preferred in using Betawi cultural module rather than e-module given by the teacher. Another study analyzed by Irsyadiah et al., (2024) who focused on local culture-based character education. This result showed that there was



integration between local culture and the learning process carried out by the teacher. Apart from that, it was also integrated into extracurricular subjects. In study conducted by (Yulianti, et.al., 2022) who focused on Manganan local culture tradition in developing teaching material for social subject. It showed that this tradition can increase students' activeness in learning so that the grades obtained also increase than before. Meanwhile, the current research highlights the local culture of the Cisadane Festival in learning to write descriptive text in English.

The use of local culture as a learning resource also helps overcome some common obstacles in learning to write descriptive text, such as limited vocabulary and lack of ideas to write about. Through familiar object in their local culture, students are able to introduce variety of new words and phrases relevant to local culture and traditions. They also get lots of fresh ideas from the various activities they observe, which they can use as material in their writing. This not only enriches their vocabulary but also enhances their creativity in writing. Overall, this research confirms that the integration of local cultural festivals such as the Cisadane Festival in the curriculum for learning to write descriptive texts brings great benefits. Students not only experience improved writing skills, but also feel more connected to the course material and more motivated to learn.

Students become more adept at choosing appropriate words to describe sensory details in their descriptive writing. For example, specific terms describing the texture, color, and taste of traditional foods or

movements in regional dances provide a new dimension to their descriptions. This use of precise and specific words makes their descriptions more vivid and helps readers to more easily imagine the objects or events being described. The enrichment of vocabulary obtained during the festival also helps students produce richer and more colorful descriptions. Specific terms related to local culture and traditions allow students to describe objects or events with more detail and accuracy. By mastering a wider vocabulary, students can write more confidently and creatively, and are able to express their ideas more clearly and effectively (Kristiawan et al., 2022). Being exposed to a variety of terms and phrases related to local culture helps students to describe sensory details more precisely and vividly. Mastering this broader and more specific vocabulary not only enriches their writing, but also increases their appreciation of the richness of the local language and culture.

Using the Cisadane Festival as a learning context not only helps students improve their writing skills but also enriches their understanding and appreciation of local culture. Through local culture with various cultural elements such as dance, music, culinary delights, and parades, students gain deeper insight into the rich cultural heritage of their region. This makes them more aware of the cultural diversity around them and the importance of preserving these traditions. This pride not only strengthens their sense of belonging but also increases their motivation to learn more about their cultural heritage and share that knowledge with others (Abdillah Rachman & Andi, 2022). The findings of this

research highlight the importance of integrating more local cultural festivals into the learning curriculum. By giving students, the opportunity to experience their culture firsthand, schools can increase student engagement and enthusiasm for learning. Contextual experiences like this make learning material more alive and relevant, so students are more motivated to learn and develop the necessary skills.

Overall, the use of the Cisadane Festival as a learning context shows that this approach can provide profound and sustainable benefits. By enriching students' understanding and appreciation of local culture, as well as improving their writing skills, this approach helps students develop valuable skills and stronger connections to their culture and traditions (Abraham et al., 2022). Therefore, it is recommended that more schools, including Al-Husna High School, integrate local cultural festivals into their curriculum to increase engagement, enrich learning experiences, and help students develop better writing skills while strengthening their cultural identity.

## CONCLUSIONS

The conclusion of this research shows that the use of the Cisadane Festival as a learning resource in learning to write descriptive texts at Al-Husna High School has had a significant positive impact. Students' participation in writing activities has been shown to improve, especially in terms of quality and depth of description. Students are able to describe objects, places, or events in more detail and accurately after providing. Moreover, this learning resources also enriches their vocabulary and

motivation in learning English. In addition to improving writing skills, using the Cisadane Festival as a learning resource helps students develop an appreciation for local culture. They become more aware of the region's rich cultural heritage and develop a sense of pride in their cultural identity. These findings demonstrate the importance of integrating more local cultural festivals into the learning curriculum to enrich students' learning experiences, help them develop better writing skills, and strengthen connections with local culture and traditions.

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