

The Development of *Writing* Teaching Material Model With Local Wisdom Contents By Using CEFR Standard in English Literature Study Programme

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ABSTRACT

The theme of local wisdom is an example of an interesting theme in writing activities and could be developed into a work that contributes to the creative industry and teach cultural values and national identity. In language learning, writing is one of the important skills in reconstructing grammar, vocabulary, and supporting the use of spoken language. Currently, writing skills can also be measured using global measurement standards. The standard is the CEFR (Common European Framework of Reference) which has been used in the European Region. Likewise, the English Literature study program at the State University of Jakarta also teaches writing skills or other skills with CEFR standards. However, in teaching Writing course, lecturers use various references or sources for learning. This means that there are no teaching materials arranged in the form of modules or textbooks as the main reference. Therefore, this research was designed in a research and development scheme to compile teaching materials which contains local wisdom.

Keyword: *writing, CEFR, local wisdom, teaching materials*

INTRODUCTION

Writing is an activity of pouring ideas or thoughts from our mind into written text. This is in line with how writing means making connection through writing. (Siddik, 2016: 3-4). By writing, we will feel more meaningful, as stated by Morley (2007: 3) that, "Writing is so absorbing and involving that it can make you feel more alive—concentrated yet euphoric." Which means, through writing, it is able to make a person express emotions, feelings, and dreams freely. Writing also has an impact on a person's mindset. By doing the act of writing often, a person is also able to think critically and develop one's creativity. This is as explained by Siddik (2016: 5) that with this act of writing, it eminently expands the range of communication between the writer and the reader, which is not only for readers in the author's lifetime, but also current and future readers. That is, with the writing done by the author, it will be useful for the coming generations. In language learning, Writing skills training is an important skill learning that also requires process. As a course that trains students to hone their ability to reflect creative ideas in writing, they have a lot of experience in the field, including interactions with the

community and other experiences related to their environment. Meanwhile, the experience of writing does not only discuss about oneself and society, but also discusses the culture that is inherent and experienced by the community. This is in accordance with Nayla's statement (2018:11) that the ideas raised by students are diverse, not only about the world of the adolescent, but also raising issues regarding the social life of society at large. It can be said that experience has a role in developing students' ideas and creativity. However, in reality, there are students who still have difficulties in learning this course due to lack of experience. This is in accordance with the findings of Manuaba (2010: 155) that some literature students have experience and there are those who do not have writing experience nor skills that they feel they do not have sufficient abilities which then has implications for the productivity of the work produced. This condition is with certainty inversely proportional to the fact that writing has become part of the needs of the global industry as stated by Paat (2014:145) regarding the design of creative writing specialization at the Jakarta Creative Media State Polytechnic. In his research, Paat explained that the basics of

writing courses should cover the process of writing from an empty idea to becoming a commodity (industry) so that writing can become a creative industry. In addition to the basics of writing, discussion of media intersections (tools, industry, society, and content) is also needed in creative writing so that creative writing cannot be separated from context, including media content and media morphosis. Based on this statement, it can be said that writing can be a commodity that has good prospects in the current era of globalization. Themes about culture or local wisdom are examples of interesting themes to be developed into works that contribute to the creative industry. With the idea of local wisdom or culture, it is hoped that it can help students and novice writers find creative ideas in learning activities and instil cultural values and national identity.

In addition, themes that are close to culture are also interesting for students, this is as stated by Widhayani (2019: 22-23) that lesson materials are very close to the lesson objectives, such as when teaching BIPA to foreign students, Indonesian culture and language are integrated into the lessons to make learning Indonesian easier. Thus, it can be said that materials about culture also plays a role in language learning. To support the learning of writing skills and encourage creativity, it is necessary to prepare conceptual learning by taking into account several components, such as learning tools, teaching materials and evaluations. Teaching materials, as one of the components in learning, plays a role as the material during learning activities. The distribution of the material needs to be adjusted to the learning achievement so that the purpose of writing skills can be carried out properly. Before starting the learning activities, a teacher, lecturer, instructor or tutor needs to prepare learning materials that can be obtained from textbooks or other relevant books. This is in line with Nurhasanah's statement in her writing (2017: 68) stating that teaching materials prepared by lecturers determine the success of their students, teaching materials can also be designed and arranged systematically so that students can study independently. According to Panen and Purwanto in Nurhasanah (2017:

68) revealed that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process. Nurhasanah (2017: 68) also stated that the function of teaching materials can be divided into two, namely the function of teaching materials for teaching staff and the function of teaching materials for learners or students. Teaching materials for teaching staff function to support educators as facilitators in learning, namely guiding and directing studies so that students can learn independently and purposefully. While the function for learners is to help students or learners in studying the material without a time limit even though they are not face to face with educators or lecturers. Thus, in the preparation of teaching materials, it is necessary to use good, easy-to-understand language so that students are able to master the material being taught. This is in accordance with the function of teaching materials as a means of communication between teachers and students so that they are able to motivate students in studying the material provided. (LP3M UNJ, 2020: 42)

In developing learning materials, standards are needed. One of the standards in language learning today is the CEFR (Common European Framework of Reference). CEFR is a standard in describing language skills which has been designed in stages. CEFR has been used in European countries in an academic environment, especially in learning a second or foreign language. CEFR formulates the level of language proficiency into 6 levels, namely from A1 to C2, which is then divided into three groups, namely basic user, independent user, and proficient user. In formulating the level of language proficiency, the CEFR has a scale or level of illustrative depiction of the CEFR which consist of several steps. One of them is communicative language activities and strategies. The strategies and activities include reception, production, interaction, mediation. (Council of Europe, 2001: 47).

Several researchers have conducted studies related to Writing and CEFR teaching materials. First is Ulya's research (2020: 74-83) regarding the Development of the E-Module Writing for Professional Context with

CEFR Standards Based on the Characteristics of Pekalongan, a Creative City. In this study, it can be seen that the e-module is used in the digital learning of Writing for Professional Context in the context of technological needs in learning. In addition, other studies related to CEFR is a research conducted by Nurdianto (2020) entitled Learning Arabic Based on the Common European Framework of Reference For Language (CEFR) in Indonesia. In this study, it was concluded that the implementation of the CEFR program in learning Arabic in Indonesia requires several considerations, one of which is the availability of a curriculum with an insight into the culture of the archipelago. From the research sample, we can see that there is a conformity or cultural involvement in language learning even though using the CEFR standard.

With several findings related to students' difficulties in expressing creative ideas for writing, as well as the development of standards in measuring language skills, this research intends to design a model of teaching materials for the CEFR standard Writing course by analysing the needs and the design of teaching materials by focusing on the ones that contains local and global wisdom. Therefore, it is hoped that with this research, there will be new innovations within the study of writing that are CEFR standard but also still prioritize and maintain the national identity through local wisdom. This innovation is expected to give contribution to the State University of Jakarta. The problem formulation in this research is: What is the model for teaching materials for the Writing course in the English Literature study program and How to develop a model for teaching materials for the Writing course that has a CEFR standard as well as containing local wisdom?

The subject of this research is the English Literature study program at U which involves students of the English literature study program at the State University of Jakarta who have taken the Writing course or are currently taking the Writing course and lecturers who are teaching the course. The data collection technique in this research is data collection for needs analysis purposes, next is data collection

for development. The instruments in this study were observations, interviews, and questionnaires. Observations will also be carried out during the Writing course. Interviews will be conducted on the lecturers who are in charge of the Writing course to analyse the need for teaching materials and the guidelines that have been used in the teaching of these courses. This questionnaire will then be used to see student feedback based on the material given in the lecture.

FINDINGS AND DISCUSSION

1. Situation and Needs Analysis

In this research, the course study that becomes the object of research is the Basic Writing course. Several things that will be discussed related to lecture activities for the English Literature Study Program, State University of Jakarta, include analysis of RPS and syllabus for lecture activities on whether they are in accordance with CEFR standards, lecture materials that discuss various topics and themes, whether the students' writing skills on the theme of local wisdom have reached the standards set by CEFR for the undergraduate level of the English Literature Study Program, as well as evaluation related to the need for teaching material models that can be poured in the form of textbooks or modules.

Based on the distribution in the RPS for the Basic Writing course, Basic Writing discusses how to make good sentences and paragraphs and discusses several text genres or types of texts studied in the Basic Writing lecture for 16 meetings, including descriptive text, recount text, procedure text as well as the functions, structure, and language features in each of these texts. Meanwhile, the material taught in this lecture follows the instructions based on the graduate learning objective as stated in the RPS. The course Basic Writing has requirements to pass the course, one of the requirements is to have special skills in the form of being able to demonstrate English proficiency which is marked by an achievement equivalent to CEFR level B1. Based on the assessment table at the CEFR level, level B1 has the standard of having the ability to write simple continuous texts based on familiar topics or topics that match

individual interests, as well as being able to write letters describing impressions and experiences. Furthermore, in the RPS for the Basic Writing course which determines the B1 level in the graduate learning objective, it also has stages of learning activities in the form of students producing a simple, coherent paragraph and producing several types of text. This means that the teaching materials and learning outcomes of the courses in the RPS for the Basic Writing course are in accordance with the CEFR level B1 standard. Furthermore, after the results obtained that the RPS was in accordance with the CEFR level B1 standard, the next step is to conduct an analysis related to the implementation of learning to see the need for teaching materials to support the lecture process.

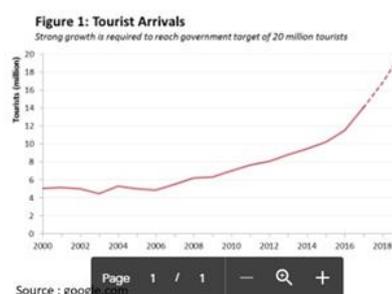
In implementing the Basic Writing learning course, there are several themes discussed, including compiling coherent and cohesive paragraphs, descriptive paragraphs, recounts, and procedures. Furthermore, in providing material for each of these themes, lecturers do not yet have a module or main handbook as teaching materials. Thus, lecturers seek and find sources of teaching materials for each material from the internet such as IELTS material, journal articles, websites, or from certain references or encyclopaedias that can support related materials. In providing material for each theme, the lecturer provides certain topics that students can use to help express ideas for writing. The topics are topics that contain local wisdom, such as the variety of cultures that students often encounter or discover. Local wisdom is the perspective, knowledge, and strategy of the local community in dealing with problems that arise due to trying to fulfil the needs that are close to the cultural terminology. The term local wisdom is often interpreted by terms such as "local wisdom" or "local knowledge" or "local genius". This is as explained by Fajarini (2014) that culture as knowledge is owned by the community which is used as a way of life in interpreting the environment through daily activities. Thus, the topic of local wisdom is close to the daily activities of every human being.

Furthermore, based on the RPS in this Writing course, it is explained that one of the special skills demands in this course is being able to demonstrate English proficiency which is marked by an achievement equivalent to CEFR level B1. Meanwhile, based on the CEFR Self-Assessment Grid table, it can be seen that writing skills that are equivalent to CEFR level B1 are students who are able to write texts with topics that are familiar or someone's interest. As well as able to write texts that describe experiences or interests.

In practice, the following is an example of questions from the Writing course which contains the theme of local wisdom by looking at the CEFR standard. The questions

1. Make a field observation (if it is possible) or library observation about Indonesia. Then, try to compose good paragraphs that portray Indonesia, Society and Culture in the form of Descriptive text as the following themes (choose one of themes)
 - a. Indonesian tourism spot (beach, forest, national park, zoo)
 - b. Indonesian cultures (cuisines, houses, festivals, dance, etc.)

The paragraph should be in coherent and uses cohesive regulations.
2. Read this diagram below and analyze in the form of Descriptive text:



below are examples of midterm exam questions:

Figure 1. Mid-semester exam questions

It means, in learning this Writing course, the lecturer gives an example of a question that asks students to make a text with the theme of local wisdom to see their ability in producing literary works or writings containing local wisdom as well as taking into account the compatibility between the student's work and the demands of special skills in RPS according to CEFR level B1 standards.

Next is another example of questions that contain local wisdom, namely the end of

semester exam questions shown in the following figure:

UJIAN AKHIR SEMESTER 114

Mata Kuliah	: Basic Writing
SKS	: 3 SKS
Hari/Tanggal	: Selasa, 6 Juli 2021
Pukul	: 13.00
Dosen	: Dwi Linda Kusuma, S.S., M.Hum.
Sifat Ujian	: Paper/lessay

Write a descriptive or recount text based on given topics in a 250-500 words.

- The differences of youth's interest towards local and global cultures. (You have to support your ideas with some data, such as tables, curves, diagrams, etc).
- your experience in **doing some research** about cultures or local wisdom.
- your experience or stories in **exploring or experiencing** cultures or local wisdom.

Content guidelines:
Your paper must include:

- introduction, body, conclusion, and list of references.
- Remark the language features of your text

Any conduct of plagiarism and cheating (both parties) will be sanctioned by score 0 and failing this course.

Formatting guidelines:
Normal margins
Times New Roman 12-point font

Page 1 / 1

Figure 2. End of Semester Exam Questions

The figure is one example that the final semester exam questions in the Basic Writing course also contain local wisdom. Furthermore, when it is associated with the demands of special skills in RPS Basic Writing which is able to demonstrate English language skills according to level B1 (in this case in accordance with the table written production) that learners are able to compose continuous texts in accordance with familiar topics, it can be said that the questions in the Basic Writing course are in accordance with the CEFR level B1 standard.

Furthermore, the results of the students' answers to the two questions are as follows.

1. Examples of answers to the midterm exam questions about field observation or library observation about Indonesia:

Albertina Simalewa
1209620046

**Basic Writing Mid-term Test
Indonesian Culture: Unity Among the Moluccans**

Indonesia is an archipelago country with over seventeen thousand islands that makes Indonesia has lots of cultural heritage from the various ethnic group. Indonesia is known for its diversity because Indonesia also has many religions, races, and natural resources.

This diversity causes Indonesia vulnerable to division. According to what has happened recently, it shows that some parties want disunity in Indonesia. But actually, many cultural traditions in Indonesia are still done to keep the unity among the Indonesians. Further, in this essay, I want to elucidate one of those cultural traditions from Maluku, and it's called *Pela*.

Pela is a term to call a social relation system known by Ambonese. "*Pela*" comes from the word "*pila*" which means: make something for us together. Now it has changed but still has the same meaning. It is an agreement between a *Negeri* (a village) to another *Negeri* on the same or different island. This agreement is done by the villages with the same or different religious majority. *Pela* estimated had been there before the arrival of Portuguese and Dutch, and used to strengthen defence against the attack from European.

There are four basic rules of *Pela* that must be obeyed. They are:

- The bonded villages are obliged to help each other when they are in troubles (catastrophes, war).
- One village is obliged to help the other village, which needs help in projects for general welfare needs, such as church or mosque, *pasar* (well), *Baitu* (traditional house), and school.
- If someone visits the village that bonded with his village, then people in the village where he is visiting are obligated to provide him foods voluntarily, and the guest doesn't have to ask permission to bring anything back to his village.
- People from the villages that bonded considered in blood, so their people are not allowed to marry each other. Those who have violated will get punished by curses from the ancestors, such as illness and even death. In the past, those who had violated were arrested and forced to walk around the village dressed only in coconut leaves and be reviled by people.

There are three known types of *Pela*. Those are *Pela Liris*, an oath made between 2 or more villages because of an important incident that usually relates to war; *Pela Gondong* or *Bongga*, based on blood relation, and *Pela Tawpa Sri*, an agreement made after an unimportant event, and usually made for trade relations. My father, who is an Ambonese, told me that his family village, *Kamerian*, has the *Pela Gondong* relation with *Sepa* village. According to an article, the oath between these two villages sealed by drinking the blood from their fingers as not to forget each other.

Figure 3. Student Mid-Semester Exam Answers

From the examples of students' answers, we can see that students are able to compose paragraphs of descriptions about local culture or wisdom in Indonesia, namely from the Maluku region. Furthermore, when adjusted to the RPS regarding the special skills that students must have, namely language skills according to CEFR level B1, it is explained that CEFR level B1 students are able to compose simple continuous texts on familiar topics according to their interests as well as share their experiences and interests. By looking at examples of student answers to the midterm exam questions, it can be seen that students are able to compose paragraphs containing local wisdom in accordance with CEFR level B1 standards.

2. Examples of answers to final semester exam questions:

Karenina Lintang Cahya

NIM: 1209620028

English Literature 20B

Final Test

Nadran in Cirebon

Orientation

When I was 17 years old, my family went to my hometown in Cirebon and picked up at the boarding school. Cirebon had a unique culture that seemed to overlap between Javanese and Sundanese because it was influenced by Hindu and Islamic culture. Coincidentally when my parents came, my grandmother was preparing some food for the Nadran ceremony the next day.

Events

We helped grandmother to prepare some food to give to the head of the Nadran ceremony. Nadran was an event intended to give thanks to Allah SWT when the harvest season or sea catches were abundant. Nadran came from the word nazar or nazir which meant to fulfill a promise that had been promised. In Cirebon, there were two kinds of it, namely the *Sedekah Laut* and *Sedekah Bumi*. However the meaning of both remained the same, namely thanked God, Allah SWT.

For this year, we would go in the sea alms offering by giving offerings in the form of food to sea creatures for maintaining safety and maintaining an abundance of sustenance.

Figure 4. Example of Students' Final Semester Exam Answers

From the students' final exam answers above, it can be seen that students are able to compose paragraphs about examples of local wisdom from Cirebon. Furthermore, if it is adjusted to the RPS related to special skills according to CEFR level B1, it can be said that students are already able to compose paragraphs containing local wisdom according to CEFR level B1 standards.

Based on the data obtained from the results of student assignments, midterm exams and final semester exams conducted by students, it can be seen that the teaching materials in this Writing course have themes related to local wisdom and are in accordance with the CEFR level B1 standard; and furthermore, there is a need for a learning module in order to make it easier for students to compose paragraphs that have cultural diversity as well as local wisdom in them.

Next, to conduct an analysis of the need for teaching materials, it is necessary to conduct a survey or interview with the lecturer in charge of the related course. In this Basic Writing course, interviews or surveys have been conducted on the teaching materials used in studying the materials listed in the RPS lesson plans. Based on the results of surveys and interviews with lecturers in the Writing course, data was obtained regarding how the

lecturers in the Writing course provided material on the types of texts such as how to compose a coherent paragraph, write descriptive paragraphs, recounts and procedures despite not having textbooks, modules or fixed handouts. Lecturers explore the literacy that are related to the material provided from articles in journals, e-books, and from other sources that can support and enrich understanding of the material. Thus, there is no module or handbook used as a permanent reference to the related course.

The next stage in this research is to analyse the writing ability of students in the English Literature Study Program UNJ. Before analysing a student's writing ability, the first thing to do is to conduct a survey to see the students' writing experience before taking the Basic Writing course. This survey was conducted on 44 students in the second semester of English Literature study program before taking the Basic Writing course. The following are the results of the survey on the writing experience of students in the English Literature study program at UNJ:

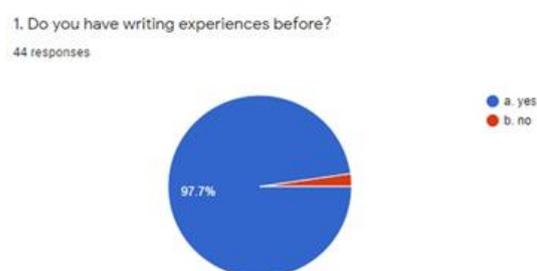


Figure 5.1 : Writing experience questionnaire response diagram

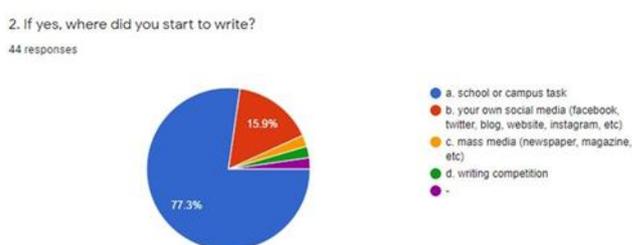


Figure 5.2 Diagram of writing experience questionnaire responses

Based on a survey conducted on 44 students, from two questions related to writing

experience, 97% of students answered they had writing experience with 77.3% of their writing experience mostly in the form of lectures or campus assignments. Furthermore, they also prefer free themes or socio-cultural themes in writing. Subsequently, with the theme given by the lecturer, it also makes it easier for students to compose simple writing. This corresponds to the following diagram:

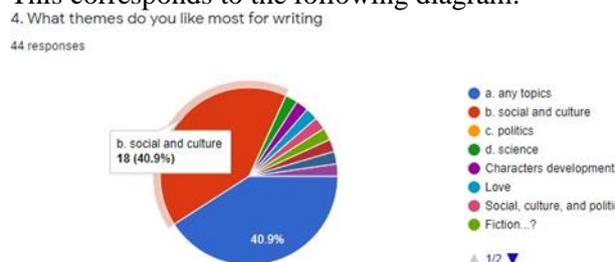


Figure 6. Questionnaire response diagram of themes that students are interested in writing

From the diagram, it can be seen that the percentage of free topics and socio-cultural topics have the same percentage, which is 40.9%. This means that students also have an interest in socio-cultural themes as a subject material and for writing practice. Next is a questionnaire related to the question of the need for modules or teaching materials as follows:

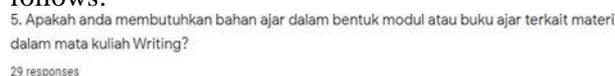


Figure 7. Response diagram of the module or textbook needs questionnaire in the Writing course

From the diagram of the questionnaire, although only 29 responses answered from 44 students, all of them answered that they still needed modules or textbooks in learning Basic Writing courses even though they stated that they understood the material presented by the lecturers despite the fact that the lecturers had not provided a mandatory module or handbook as the main reference; Students still hoped that there would be a module that could be used to

assist students in understanding the material according to the themes contained in the RPS lesson plans.

2. The Planning for the Drafting of Teaching Materials

Furthermore, taking into account the CEFR standards as stated in the Semester Learning Plan (RPS), as well as the needs of lecturers and students for modules or textbooks in lecture activities, then the next step to develop a model of teaching materials for the Writing course is planning for the creation of products by identifying text teaching materials. The following is a series of preparation models for teaching materials in the Writing course:

As we know, the CEFR standard covers six levels, namely A1, A2, B1, B2, C1, and C2. Meanwhile, the agreed CEFR standard for the undergraduate level of English Literature at the State University of Jakarta in the Writing course is equivalent to B1.

2.1 Defining the CEFR Standard

As we know, the CEFR standard covers six levels, namely A1, A2, B1, B2, C1, and C2. Meanwhile, the agreed CEFR standard for the undergraduate level of English Literature at the State University of Jakarta in the Writing course is equivalent to B1.

2.2 Determining the Semester Lesson Plans and Project Assignments

The Semester Learning Plan for the Writing course has a graduate learning objective that include behavioural field, knowledge, and general skill as well as special skills. The field of behaviour includes the ability to uphold human values, social sensitivity and concern for society and the environment as well as internalize academic values, norms and ethics. While their field of knowledge is able to make a creative work independently. Furthermore, the expected general skills are being able to think logically, critically, systematically, and innovatively in applying science and technology as well as humanities according to their fields. The next field is specific skills related to the ability to apply English language skills according to CEFR standards which are equivalent to level B1.

By paying attention to the priority fields in the RPS, the model of teaching materials containing local wisdom is designed in learning the Writing course according to the CEFR standard which focuses on making texts such as descriptive texts, recount texts, procedural texts, and others with local wisdom as its content. The content of local wisdom that will be used in this teaching material includes a variety of cultures or traditions that exist in Indonesia.

2.3 Identifying the Content of Teaching Materials

The following is a simple description of the model for the Writing course teaching materials containing local wisdom according to CEFR standards to be adjusted in the RPS: The outline of the teaching material module provided is as follows:

TABLE OF TEXT RELEVANCE WITH THE LOCAL WISDOM MATERIAL

NO	TYPE	TITLE
1	Descriptive	Sabang, 0 KM of Indonesia in Weh Island
2	Recount	An Adventure in Natuna Island
3	Narrative	Roro Jonggrang and Prambanan Temple
4	Procedure	How to Make "Rendang" from Minang West Sumatera
5	Report	The Beauty of Cendrawasih from Papua
6	Discussion	Tea and Coffee Trends in Indonesian Society and Youth
7	Explanation	The Use of Majapahit Flag's Heritage in Indonesia Warship
8	Analytical Exposition	The Existence of Tourist Villages
9	Hortatory Exposition	The Importance of Culture in Character Education
10	News Item	Tourism Visit in Bali

The types of texts listed in the outline of the teaching materials are adapted to the content of local wisdom or culture spread in Indonesia, from Sabang to Merauke. These texts are adapted to the need of both general and specific perspective of skills which is the graduate learning objective that prioritize critical thinking skills towards texts containing local wisdom in English.

Each text will have a variety of materials and tasks that include linguistics, such as function, structure, language features and the meaning contained in each of these texts. Furthermore, students are also asked to carry out their own self-development related to local wisdom according to their experience and their environment, in order to train students to think creatively and critically according to the CEFR level B1 standard criteria.

3. The Production of Teaching Materials

After the preparation of teaching materials in the form of various types of texts containing local wisdom adapted to the RPS and CEFR standards, the next stage is to produce teaching materials through the synchronization between those types of texts with assignments, such as giving pictures, compiling the assignments by asking several questions related to the texts as well as giving structured assignments in the form of compiling simple texts that contains local wisdom from the student's experience as well as field observations or interviews with community leaders about local wisdom. After the synchronization is carried out, the next stage is trial and error by applying the use of these texts in lectures.

Thus, it is hoped that these texts can be applied in Writing lectures in accordance with the CEFR level B1 standards while also developing the student's ability to think logically, systematically, creatively, critically, and innovatively.

CONCLUSION

By looking at lecture activities and giving questionnaires to students, it can be concluded that the module or textbook with the theme of culture or local wisdom can be a model for developing teaching materials.

Based on a survey conducted on Basic Writing lecturers who stated that there was no reference in the form of the main module in lecture activities, as well as a survey conducted to students that state that they still need modules or teaching materials for their Basic Writing course due to how important and necessary these teaching modules are in order to help the lecturers and students within their Writing course.

Meanwhile, based on surveys and experiences that have been carried out on students, it can be seen that students are very enthusiastic about themes with social and cultural backgrounds in paragraph writing activities. This means that a model of teaching materials containing local wisdom is needed to support students in carrying out writing activities in the Basic Writing course. Furthermore, with the RPS which requires special skills equivalent to CEFR level B1, it means that a model of teaching materials with themes of local wisdom needs to be provided and compiled with reference to the CEFR level B1 requirements.

The model of teaching materials with the theme of local wisdom is arranged according to the variety of Indonesian cultures that exist from Sabang to Merauke in the form of texts that provide knowledge to their readers, so that students are expected to be able to analyse not only the structure of the text, linguistics, but also the meaning of each text. And so, students have prior knowledge before compiling or creating simple texts related to local wisdom in accordance with the experience and knowledge gained. Thus, in the second year of research, a trial of teaching materials for the Writing course will be arranged with the content of local wisdom and CEFR standards.

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