

**THE EFFECT OF LOCAL CULTURE-THEMED STORY WRITING
TRAINING WITH ARTIFICIAL INTELLIGENCE TOOLS ON
PRE-SERVICE TEACHERS' WRITING PERFORMANCE
IN THE ESSENTIAL WRITING SKILLS COURSE
AT UNIVERSITAS LANCANG KUNING**

THESIS

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One of the Requirements
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ABSTRACT

Pratiwi Dinata H., 2026 : The Effect of Local Culture–Themed Story Writing Training with Artificial Intelligence Tools on Pre-Service Teachers’ Writing Performance in the Essential Writing Skills Course at Universitas Lancang Kuning

This study aimed to examine the effect of local culture-themed story writing training with artificial intelligence tools on the writing performance in first-semester pre-service teachers. A quasi-experimental design with a one-group posttest-only approach was employed, involving 24 first-semester students from Class 1.1 who were enrolled in the Essential Writing Skills course. The instructional treatment was integrated with local culture themes (traditional houses, clothes, traditions, and games) with AI-assisted writing activities using ChatGPT across four training sessions. Students' writing performance was assessed using an analytic rubric covering five dimensions: content, organization, vocabulary, language use, and mechanics. Data were analyzed using descriptive statistics and one-sample t-test. The results show that the post-test score ($\bar{x} = 82.85$) significantly exceeded the predetermined criterion ($t = 20.706$, $p < 0.05$). Among the assessed dimensions, content demonstrated the highest performance ($M = 25.60$), followed by language use ($M = 19.85$), organization ($M = 17.04$), vocabulary ($M = 16.46$), and mechanics ($M = 3.90$). The study concludes that the integration of local culture themes and AI tools functioned synergistically as structured instructional support, with cultural familiarity facilitating idea generation and AI assistance supporting linguistic and organizational management throughout the writing process.

Keywords: Local culture-themed writing, AI-assisted writing, narrative writing, writing performance, pre-service teachers

ABSTRAK

Pratiwi Dinata H., 2026 : *Pengaruh Pelatihan Penulisan Cerita Bertema Budaya Lokal dengan Bantuan Kecerdasan Buatan terhadap Kemampuan Menulis Mahasiswa Calon Guru pada Mata Kuliah Essential Writing Skills di Universitas Lancang Kuning*

Penelitian ini bertujuan untuk menguji pengaruh pelatihan penulisan cerita bertema budaya lokal dengan bantuan alat kecerdasan buatan terhadap kemampuan menulis mahasiswa calon guru semester pertama. Penelitian ini menggunakan desain quasi-eksperimental dengan pendekatan one-group posttest-only yang melibatkan 24 mahasiswa semester pertama dari Kelas 1.1 yang mengikuti mata kuliah Essential Writing Skills. Perlakuan pembelajaran diintegrasikan dengan tema budaya lokal (rumah adat, pakaian adat, tradisi, dan permainan tradisional) serta aktivitas menulis berbantuan AI menggunakan ChatGPT selama empat sesi pelatihan. Kemampuan menulis mahasiswa dinilai menggunakan rubrik analitik yang mencakup lima dimensi: isi, organisasi, kosakata, penggunaan bahasa, dan mekanik. Data dianalisis menggunakan statistik deskriptif dan uji one-sample t-test. Hasil penelitian menunjukkan bahwa skor post-test ($\bar{x} = 82,85$) secara signifikan melampaui kriteria yang telah ditentukan ($t = 20.706$, $p < 0,05$). Di antara dimensi yang dinilai, aspek isi menunjukkan performa tertinggi ($M = 25,60$), diikuti oleh penggunaan bahasa ($M = 19,85$), organisasi ($M = 17,04$), kosakata ($M = 16,46$), dan mekanik ($M = 3,90$). Penelitian ini menyimpulkan bahwa integrasi tema budaya lokal dan alat AI berfungsi secara sinergis sebagai dukungan pembelajaran yang terstruktur, di mana familiaritas budaya memfasilitasi pengembangan ide dan bantuan AI mendukung pengelolaan aspek kebahasaan serta organisasi tulisan sepanjang proses penulisan.

Kata Kunci: penulisan bertema budaya lokal, penulisan berbantuan AI, menulis naratif, kinerja menulis, calon guru

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CHAPTER I INTRODUCTION

A. Background of the Research

Local culture has long been recognized as an essential component of education, particularly in language learning and literacy development. Integrating local wisdom into writing instruction helps learners connect academic tasks with their cultural experiences, strengthening cultural identity while increasing engagement and creativity. When students are encouraged to draw on familiar cultural contexts, they are more likely to produce meaningful narratives that reflect personal understanding and authentic expression. Previous studies support this view. Hastuti et al. (2023) found that local wisdom based digital media strengthened university students' short story writing by fostering deeper engagement with cultural content. Cultural references function as cognitive resources, enabling students to generate ideas more confidently and to establish stronger conceptual links in their writing.

For pre-service teachers, cultural relevance in writing instruction holds even greater importance because it is closely tied to effective and contextualized pedagogy. As future educators, they are expected not only to master writing skills but also to design instruction that resonates with learners' backgrounds. Local culture-themed story writing offers a meaningful space for developing creative expression while reinforcing pedagogical awareness. To support this process, structured writing training becomes essential. Training provides a systematic framework for developing writing competence through guided practice, explicit instruction, and reflective application. When cultural content is embedded within such training, it helps pre-service teachers organize ideas more coherently, sustain motivation, and develop narratives that feel personally meaningful rather than mechanically produced.

Research on creative writing training further illustrates its broader value in teacher development. Martin et al. (2021) reported that teachers who participated in structured creative writing activities experienced growth across personal,

social, pedagogical, and professional dimensions. Engaging in writing as writers enabled them to gain confidence, discover their authentic voices, and better understand students' writing difficulties. This experience strengthened their ability to model writing processes and provide constructive feedback. For pre-service teachers in EFL contexts, this dual role as developing writers and future writing instructors is particularly challenging. They must build proficiency in a foreign language while preparing to teach writing effectively. Culturally meaningful writing tasks can ease this challenge by providing familiar contexts that support both linguistic development and pedagogical understanding.

Alongside the growing emphasis on culturally grounded writing instruction, recent advances in generative Artificial Intelligence (AI) have introduced new possibilities for supporting writing development in higher education. AI supported tools are increasingly used to assist idea generation, organization, and revision. Research suggests that generative AI can enhance productivity and improve writing performance by offering immediate and individualized support (Farrelly & Baker, 2023). When AI tools are combined with culturally grounded writing tasks, they can complement one another effectively. Cultural themes provide meaningful contexts that reduce cognitive load during composition, while AI tools help writers refine language, structure ideas, and revise texts more efficiently (Ismail et al., 2024).

Despite these potential benefits, the integration of AI in writing instruction also raises important pedagogical concerns. Overreliance on AI tools may limit learners' autonomy and weaken their engagement with core writing processes, particularly when digital literacy is limited (Wang et al., 2023). Effective implementation therefore requires careful instructional design that ensures learners remain actively involved in planning, drafting, and evaluating their own writing (Teng, 2024). For pre-service teachers, this balance is especially critical. They must develop not only strong writing skills but also the ability to critically evaluate AI generated suggestions and model ethical technology use in their future classrooms.

Although interest in AI assisted writing continues to grow, existing studies rarely connect the use of AI with culturally grounded writing tasks. Studies by Hezam & Alkhateeb (2024) and Salman et al. (2024) have shown that AI tools can support creativity and writing development; however, their work primarily focuses on general creative writing rather than narratives rooted in specific cultural contexts. At the same time, research on culturally based writing instruction has largely relied on conventional digital tools, leaving the role of generative AI particularly ChatGPT relatively underexplored. Taken together, these studies suggest that while AI shows promise in supporting writing, its use has not yet been sufficiently examined in relation to culturally meaningful writing tasks within structured instructional settings.

This gap becomes clearer when looking at recent empirical research, such as the study by Bircan et al. (2025), which indicates that the effectiveness of AI supported story writing may vary across educational and cultural contexts. Conducted in Turkey, their study explored AI assisted story writing through STEM-themed narratives and reported positive outcomes. However, the study did not focus on culturally grounded narratives nor explicitly examine students' writing performance. Given that cultural background, educational traditions, and learners' experiences differ across countries, it is possible that the effectiveness of AI assisted writing may produce different results in other cultural and national contexts. This highlights the importance of examining how AI assisted writing functions when local cultural content becomes central to the writing task, particularly in contexts beyond those previously studied.

This issue is particularly visible in the Indonesian context, especially at Universitas Lancang Kuning in Pekanbaru. Preliminary interviews with writing instructors conducted in December 2024 reveal that many first semester pre-service teachers in the English Language Education program experience significant difficulties in writing, such as developing coherent content, organizing ideas logically, and creating engaging storylines. These challenges are commonly found in the Essential Writing Skills course, a core first semester subject designed to build students' fundamental writing competencies in English.

Although the course syllabus (RPS) aims to develop students' ability to produce well organized, coherent, and linguistically accurate texts across various genres, including narrative writing, instructors report that many students struggle to meet these learning outcomes, particularly in constructing narratives that demonstrate both structural coherence and creative expression. First semester students represent a critical group, as early instructional experiences strongly influence their long-term writing development and the formation of their professional identities as future English teachers. At this foundational stage, students are expected not only to improve their English writing proficiency but also to begin shaping their identities as writing instructors. Moreover, they bring rich local cultural knowledge derived from family traditions, regional folklore, and community values, which can serve as authentic resources for story writing. However, the integration of these cultural resources with AI assisted writing instruction has not yet been explored in this context, revealing a pedagogical gap that needs to be addressed through systematic research.

Considering these gaps, integrating local culture-themed story writing with AI tools through a structured training program represents a promising pedagogical approach. Such an approach has the potential to enhance writing performance, strengthen cultural identity, and develop digital literacy while supporting pre-service teachers' pedagogical preparation. Therefore, this study seeks to examine **The Effect of Local Culture-Themed Story Writing Training and Artificial Intelligence Tools on the Writing Performance of First Semester Pre-Service Teachers in the English Language Education Program at Universitas Lancang Kuning.**

B. Identification of the Research

Based on the research background and preliminary interviews with writing course instructors conducted on December 9, 2025, the researcher identified the following problems:

- a. Students rarely utilize their local cultural knowledge and backgrounds in their writing, missing opportunities to create more meaningful and engaging narratives.
- b. There is insufficient systematic writing training that provides structured guidance throughout the writing process, from idea generation to revision.
- c. Pre-service teachers at the English Language Education program, Universitas Lancang Kuning demonstrate low writing performance in narrative composition, particularly in content development, organization, vocabulary use, and language accuracy.
- d. Students face significant challenges in generating and developing ideas for their narratives, often producing stories that lack depth and creativity.
- e. No instructional approach exists that integrates local culture-themed content with AI tools through systematic training to address pre-service teachers' writing development comprehensively.

C. Limitation of the Research

The researcher limited the problem to first semester students of the English Language Education program at FADIKSI UNILAK, focusing specifically on local culture themed story writing and using ChatGPT as the only AI tool within a short intervention period.

D. Formulation of the Research

Referring to the limitation above, the formulation as follows: Is there any effect of using AI in local culture-themed story writing on the writing performance of pre-service teachers in the first semester of the English Language Education Program at Universitas Lancang Kuning?

E. Purpose of the Research

The purpose of this research is to examine the effect of using AI, specifically ChatGPT in local culture themed story writing on the writing performance of first semester pre-service teachers.

F. Significance of the Research

a. Theoretical Contribution

This research offers several theoretical contributions:

1. For students

It provides a clearer understanding of how AI tools particularly ChatGPT can support culturally grounded story writing and enhance creativity and writing performance.

2. Other researchers

It offers a useful reference for further studies exploring AI supported writing, especially those focusing on cultural themes or narrative development.

b. Practical Contribution

Practically, this study offers insights for lecturers and curriculum designers on how AI tool can be integrated into culturally based writing activities. The findings may help improve instructional practices, encourage creative engagement, and support the development of writing programs that incorporate AI tools more effectively.

G. Definition of Key Terms

To ensure clarity and avoid misunderstanding, the key terms used in this research are defined as follows:

a. Artificial Intelligence (AI) Tools

AI in this study refers to digital systems capable of generating, analyzing, and assisting with written language. These tools are used as part of the AI assisted writing training to support students during the local culture themed story writing process. The primary AI tool used in this research is ChatGPT.

b. Pre-service Teachers

Pre-service teachers refer to university students enrolled in the English Language Education program who are preparing to become future educators. In this research, the term specifically refers to first semester students at FADIKSI UNILAK.

c. Local Culture Themed Story Writing

This term refers to narrative writing that incorporates elements of local traditions, values, settings, characters, or cultural practices. The stories produced in this study are expected to reflect aspects of cultural identity and local wisdom relevant to the students' backgrounds.

d. Writing Performance

Writing performance refers to students' ability to produce written texts evaluated based on aspects such as content, organization, vocabulary, language use, and mechanics. In this research, writing performance is measured through students' scores before and after participating in AI assisted writing activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study examined the effect of local culture-themed story writing training supported by artificial intelligence tools on narrative writing performance in the English Language Education Program. The findings indicate that participants achieved the expected level of narrative writing performance based on the applied scoring rubric. The statistical results support the acceptance of the alternative hypothesis, confirming that the post-test scores met the predetermined performance criterion.

The descriptive analysis showed variation across writing aspects, with content and organization emerging as the strongest components, while vocabulary use and mechanics remained challenging for some participants. These findings suggest that narrative writing performance is multidimensional and that different writing components respond differently to instructional support.

The results further indicate that the integration of local culture themes and AI tools functioned synergistically as instructional support. Culturally familiar themes facilitated idea generation and content development, while AI-assisted guidance supported organization and language management throughout the writing process. Within the context of a one-group posttest-only design, this study highlights that the combination of culturally grounded writing tasks and guided AI use can provide meaningful and structured support for narrative writing performance in English language education.

B. Suggestion

Based on the findings of this study, English teachers are encouraged to integrate artificial intelligence tools as supportive instructional media in teaching narrative writing, particularly during the stages of planning, drafting, and revising, while providing clear guidance to ensure learners remain actively engaged in the writing process. The incorporation of local culture themes is suggested to offer meaningful and familiar contexts that can support idea generation and enrich narrative content. Students are encouraged to use AI tools responsibly as learning aids rather than as substitutes for independent thinking, and to continuously improve vocabulary use and mechanical accuracy through sustained practice and feedback. For future researchers, further studies employing experimental or quasi-experimental designs with control groups, as well as qualitative approaches, are recommended to examine the effectiveness of AI-assisted writing instruction and the integration of cultural values in writing more comprehensively.

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