Integrating Group Investigation Method and Local Wisdom to Enhance Students’ Writing Skill

Abstract: The integration of local wisdom and teaching method in all language skills are important to preserve the culture and to insert the character values. This notion relates with this study in which the local wisdom and group investigation method are integrated in teaching writing. Group investigation is teaching method that build students’ team work. Besides, the aim of this study is to explore the effect of implementing group investigation method and local wisdom in improving students’ writing skill. The research method used is a quasi-experimental study (one group Pre-test - Post-test). The subject of this study is junior high school students. The results of T-test show that there is a significant difference of students’ writing skill before and after getting the treatment. Besides, integrating group investigation method and local wisdom is more effective to enhance students’ writing skill. Furthermore, this study gives theoretical, practical, and pedagogical implications in teaching writing. The novelty of this study is that this study uses interdisciplinary approach, especially in integrating the local wisdom discourse and group investigation method. The contribution of this study is to the language teachers especially those who concern with writing skills, on how to develop teaching method using cultural approach in creative way.

INTRODUCTION

In the field of language education, teaching writing skill is not quite easy. Writing skill needs some previous requirements in order to create a good writing, for example a good understanding of linguistic knowledge; a good understanding of sentence, paragraph, or article structure; an extensive knowledge about a specific topic; even an orderly way of thinking as we can see a writing as the representation of a mind.

Based on the preliminary interview with junior high schools’ teachers, they mention that their students still have problems in composing their ideas in written form. There are many factors that influence their writing hurdles.

The first factor, students' basic writing ability is still weak. On the one hand, the curriculum designed by the government requires students’ ability to write. On the other hand, at the previous level of education, in elementary school, students tend not to be trained to write intensely. This makes teaching writing more difficult to implement optimally at the junior high school level.

The second factor, students' interest and motivation in writing is still weak. Students do not have the motivation to improve their writing ability. In this case, the teacher needs to provide more motivation so that students' interest in writing can increase. Teachers must also be able to apply creative methods in the process of teaching writing so that students are more interested in practicing their writing skill.

The third factor, there is a rare intensity of the teacher to provide a training activity in writing. Writing activity is perceived as a challenging skill even for the teachers. Writing requires more time in its process and therefore teachers may not come over the ideas to provide such activity. This is related to the writing feedback, which is essential but it is left out by many teachers.

The fourth factor, the students also face the challenge in writing due to the inexistence of learning medium. The very common writing media of paper may be boring for the students. Many of the research has supported the employment of technology as media in writing such as Padlet, Google Docs, Wattpad, etc. However, it may be inconvenience for the school and the students to provide such media including the problem of signal and the limited number of computers. It is as well depend on the demographic factor of their hometown as the urban area’s schools are likely to be equipped with technology better than the rural areas.

However, students’ writing ability seems to be improved when they were asked to write about a topic related to their own experience. As they experienced it themselves, they have a comprehensive understanding about it, so it seems that their writing becomes better in that kind of topic. Besides life experience, writing a topic related to their local wisdom such as cultures is also likely encouraging their writing ability. In addition, giving motivation regarding someone the students may value in their life is also an alternative for the problem.

Based on those problems, it seems that the teacher needs to apply some creative methods

Keywords: Group Investigation Method, Local Wisdom, Writing
in order to overcome some problems related to students’ writing ability. It is in line that teachers’ role is quite significant. Teachers are people who deal directly with students in class as part of learning. Teachers have an essential role in providing students with good academic, skill, emotional, moral, and spiritual qualities (Illahi et al., 2022).

One of the creative ways is combining writing practice method and local wisdom discourse, which is on the field of cultural studies. It is important, not only for overcoming students’ problem in writing, but also increasing students’ understanding about their culture.

In educational field, the role of culture is essential because it can be used as a means to interpret various events occurring in the students’ environment. Besides, culture in the form of local wisdom can be inserted in teaching and learning process of writing skill, so that students will find the writing inspiration and are able to find the character values in their writing. Astuti contends local wisdom is included in the culture that is originally started from the agreement of particular community and rule people’s behavior in daily life (Astuti, 2021). Eko and Putranto reveals:

Local wisdom refers to knowledge, philosophy, and a set of values possessed and shared by particular members of a given society as a result of interactions with their surroundings, natural, and social alike. It is also characterized as open, flexible and potentially dynamic. Given the context of Indonesia’s diverse background in terms of languages, customs, cultures, races, ethnicities and religions, local wisdom is at the forefront of building intercultural and inter-religious tolerance (Eko & Putranto, 2019).

Moreover, local wisdom is a form of belief, as well as customs from ancestors as a form of wisdom towards the environment in an area (Priyangga et al., 2022). Learning culture and local wisdom also improves students' higher order thinking skills. Students learn how to search, find, select, analyze, and contextualize their culture in order to develop a comprehensive understanding about themselves (Fikri et al., 2022).

It can be inferred that inserting local wisdom in teaching and learning process give benefits for teachers and students due to it builds intercultural and inter-religious tolerance, particularly for teaching in Indonesian context. This phenomenon gives implication in building students’ character values. It is in line that education also builds student's character. Students with cognitive and psychomotor skills only is prone with the lack of character, especially in the terms of moral and ethics (Selamat et al., 2022). For example, morals can guide people to distinguish between good and bad (Hasnah et al., 2022). On the ideal purpose of education, students are designed to have a balanced competency between cognitive, affective, and psychomotor aspect.

One of important aspects of character education is emotional intelligence. Emotional intelligence is one of the most important intelligences because this intelligence is the most important provision in preparing students to face the future. By having good emotional intelligence, students will be able to succeed in facing all sorts of life challenges and filter out the negative impacts of global culture, as well as face challenges to achieve academic success.

Dealing with intelligence, language skills are included in linguistic intelligences. Gardner (Gardner, 2011) et al. in Kusumawarti et al. contend that linguistic intelligence covers spoken and written languages in which the proficiency to study new language and the skill to use language in achieving the goals (Kusumawarti et al., 2020). Related to the linguistic intelligence, writing skills also include linguistic intelligence that is important for students. Writing ability is one of the most important language skills because the students must use their critical thinking to write a certain topic. Writing skill is the top language skill that connect with brain development and language
involvement (Mohammad & Hazarika, 2016) Schultz in Sudirman et al. (2020) adds main important point is covered in writing in which it is cognitive function that consist of critical thinking and problem solving (Sudirman et al., 2020). Sumekto and Setyawati add writing is essential as principles of communicative language teaching (Sumekto & Setyawati, 2018). Yundayani et al. mention writing skill is aimed to transform students’ idea by constructing their knowledge into written form (Yundayani et al., 2020). Bulqiyah et al. view the teachers are able to form students’ attitudes and emotions while writing (Bulqiyah et al., 2021). Therefore, it is important to highlight their teaching method and materials, in which it effects also the students’ characters.

In order to solve some problems in students writing ability such as the lack of motivation and the lack of learning medium, teachers need to apply some creative ways to overcome those problems. One of the methods is using group investigation method. Group investigation is a teaching method in which the teachers ask the students to have responsibility for their learning in which the students are divided the investigation among group members and collaborate each another, have great commitment to finish the project, and reflect what they have already done (Damini, 2014). Tan et al. proposes:

The teacher uses minimal direct instruction to introduce the general topic of study and to provide a variety of resources to help students conduct their investigations. With group investigation, external rewards are deemphasized and students are responsible for their own learning. Students are also fully involved so that they experience a great deal of intrinsic motivation to pursue their study (Tan et al., 2007).

Baki et al. emphasize four stages of using group investigation in which they cover the steps of determination of instructional goals, establishment of groups, implementation of the group investigation and evaluation of the group investigation (Baki et al., 2010). Besides, there are six steps for implementing group investigation. Sharan & Sharan point out that those steps cover the teachers share the topic to the group, the groups plan their investigation, the groups do their investigation, the groups deliver their presentation, and teachers and the groups evaluate the investigation results (Sharan & Sharan, 1992). Moreover, Astra et al. mention that the implementation of group investigation has the benefit for students to develop their critical thinking logically and systematically in solving the problems (Astra et al., 2015). Listiana et al. insert that another advantage of using group investigation for students is the students will have their self-assessment, self-regulated learners, and self-control of their learning outcomes (Listiana et al., 2020). Furthermore, integrating group investigation and local wisdom in teaching writing can be seen in the project of group investigation in which it uses the local wisdom for the writing project.

Many previous research has been conducted related to the implementation of group investigation (Astra et al., 2015; Baki et al., 2010; Damini, 2014; Listiana et al., 2020. & Tan et al., 2007), however their research does not insert the local wisdom in the group investigation project. Besides, this study integrates the group investigation and local wisdom in teaching writing. Regarding to this notion, the purpose of this study is to discover the effectiveness of using group investigation and local wisdom in enhancing students’ writing skill.

METHOD

1. Research Design

This study uses experimental research design in the form of a quasi-experimental study (one group pre-test – one group post-test) in which it is aimed at testing the effectiveness of integrating group investigation method and local wisdom to enhance the students’ writing skill.
skill particularly in writing narrative. Gall et al. state:

The one group pre-test -post-test design involves three steps: (1) administration of a pre-test measuring the dependent variable; (2) implementation of the experimental treatment (independent variable) for participants; and (3) administration of a post-test that measures the dependent variable again. The effects of the experimental treatment are determined by comparing the pre-test and post-test scores (Gall et al., 2003).

Creswell states that in experimental research test the idea to decide whether it give effect the outcome or dependent variable in which the researcher determines on an idea to be experimented, assign a group of people to experience it, then determine whether those who have experienced it will perform better than those who have not experience it (Creswell, 2012).

2. Context of the Study

The context of this study was in eight Junior High Schools. The subject of this study were the 171 students of Junior High School grade VII in which there was the material about narrative writing and they were instructed to practice their writing skill by composing their ideas into narrative writing. There was one group or one class for each school in which it consisted of students who were in one group pre-test and one group post-test. Besides, the students had different characteristic and academic achievement. The treatment used was the condition before and after the integration of group investigation and local wisdom in teaching narrative writing.

3. Instrument of Data Collection

The instruments of data collection used were in the form of writing narrative text test, observation guidelines, and interviews. The writing test was used to obtain the students' learning outcomes in expressing their feelings, experiences, and thoughts in writing after doing group investigation, as well as the local wisdom contained in it. The observation and interview guidelines are used to measure changes in the character or behavior of students during and after learning writing skills in which the integration of group investigation and local wisdom.

4. Data Collection Procedure

In collecting the data, the researchers started to test the students by using narrative writing test. First, the students were asked to write narrative text by considering the generic structure and linguistic features. The next meeting, the researchers gave the treatment of implementing group investigation and inserting the local wisdom in teaching narrative writing. Then, the researchers asked the students to discuss in their group investigation toward the narrative topic given and the students must insert the local wisdom for their narrative writing. In addition, the students wrote their narrative text individually. The narrative writing test cover seven aspect as follows.

1. The generic structure and linguistic features of narrative text that cover the composition of chronological ordering, the existence of characters, the scene, the time of the incident, and the setting,
2. The quality and scope of the narrative text characterized by local cultural wisdom and character education indicators,
3. Cohesion and coherence,
4. Diction,
5. Accuracy in using sentence structure,
6. Accuracy of writing mechanism,
7. Writing tidiness.

5. Data Analysis

In analysing the data, the students’ score of narrative texts were analysed by two-party t-test using SPSS (Statistical Package for the Social Science) 21 application. This test was done to know the difference of learning result of narrative writing skill before and after using group investigation learning method that integrated with local wisdom with 5% significance level. To measure the aspects of
local wisdom in the narrative text content was used a high score weight (same as the score for the content of ideas that is 30 or 33.33%). Furthermore, in analyzing the interview results, the qualitative data analysis was used to categorize the aspects of students’ responses.

RESULTS AND DISCUSSION

Results

The goal of this study is to improve students’ writing ability using a cultural approach, especially the discourse of local wisdom in teaching writing skill using group investigation method. Based on the experiment designed for this study, it seems that the improvement of students’ writing ability is quite significant.

To prove that the role of local wisdom and group investigation method can improve the ability to write narrative text and instill the values of character education in the students of Junior High School (JHS) Grade VII, statistic test is used. This test is conducted to prove whether there is a significant change in the ability to write narrative text on the students of Junior High School Grade VII after being treated using a group investigative learning method in which it is integrated with local wisdom.

Comparison of Pretest and Post-test Score in Writing Narrative Text on Each Junior High School

Table 1. The Comparison of Pre-test and Post-test Score in Each Junior High School

<table>
<thead>
<tr>
<th>No</th>
<th>Junior High Schools</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>67.70</td>
<td>76.90</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>62.82</td>
<td>75.86</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>65.36</td>
<td>76.04</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>72.50</td>
<td>79.00</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>58.27</td>
<td>76.27</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>71.00</td>
<td>78.95</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>65.66</td>
<td>81.18</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>64.40</td>
<td>75.00</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>65.96</td>
<td>77.40</td>
</tr>
</tbody>
</table>

Comparison of Pretest and Post-test Score for Each Aspect of Narrative Writing Skill in Each Junior High School by Integrating Group Investigation and Local Wisdom

The following data shows the students’ ability’s change in writing narrative text before and after treatment for students in eighth Junior High Schools. In addition, there are also changes in seven aspects of the narrative text’s lexiso-grammatical features which cover seven aspects as follows.

a. Aspect 1: The generic structure and linguistic features of narrative text that cover the composition of chronological ordering, the existence of characters, the scene, the time of the incident, and the setting,
b. Aspect 2: The quality and scope of the narrative text characterized by local cultural wisdom and character education indicators,
c. Aspect 3: Cohesion and coherence,
d. Aspect 4: Diction,
e. Aspect 5: Accuracy in using sentence structure,
f. Aspect 6: Accuracy of writing mechanism,
g. Aspect 7: Writing convention.
The comparison of each aspect before getting treatment (Pre-test: Pr) and after being treated (Post-test: Po) can be seen in table 2.

Table 2. The Comparison of Seven Aspect in Students’ Narrative Writing Score

<table>
<thead>
<tr>
<th>JHS</th>
<th>Aspect 1</th>
<th>Aspect 2</th>
<th>Aspect 3</th>
<th>Aspect 4</th>
<th>Aspect 5</th>
<th>Aspect 6</th>
<th>Aspect 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pr</td>
<td>Po</td>
<td>Pr</td>
<td>Po</td>
<td>Pr</td>
<td>Po</td>
<td>Pr</td>
</tr>
<tr>
<td>A</td>
<td>16.2</td>
<td>17.7</td>
<td>16.5</td>
<td>18.1</td>
<td>9.7</td>
<td>10.9</td>
<td>7.3</td>
</tr>
<tr>
<td>B</td>
<td>13.6</td>
<td>17.2</td>
<td>11.6</td>
<td>15.3</td>
<td>9.8</td>
<td>11.9</td>
<td>6.9</td>
</tr>
<tr>
<td>C</td>
<td>11.0</td>
<td>16.1</td>
<td>15.0</td>
<td>15.6</td>
<td>11.0</td>
<td>12.3</td>
<td>9.1</td>
</tr>
<tr>
<td>D</td>
<td>14.0</td>
<td>17.0</td>
<td>12.0</td>
<td>15.0</td>
<td>12.0</td>
<td>12.0</td>
<td>9.0</td>
</tr>
<tr>
<td>E</td>
<td>13.4</td>
<td>15.4</td>
<td>10.4</td>
<td>17.2</td>
<td>9.5</td>
<td>12.3</td>
<td>7.2</td>
</tr>
<tr>
<td>F</td>
<td>17.2</td>
<td>17.8</td>
<td>15.3</td>
<td>17.4</td>
<td>10.3</td>
<td>12.7</td>
<td>7.8</td>
</tr>
<tr>
<td>G</td>
<td>12.8</td>
<td>16.4</td>
<td>11.3</td>
<td>16.2</td>
<td>9.5</td>
<td>11.3</td>
<td>10.0</td>
</tr>
<tr>
<td>H</td>
<td>13.1</td>
<td>14.0</td>
<td>13.0</td>
<td>13.5</td>
<td>9.5</td>
<td>11.2</td>
<td>7.3</td>
</tr>
</tbody>
</table>

Table 2 shows that the values of local wisdom in students’ narrative writing can be seen in the second aspect in which they increase significantly. Based on the results of processing data of the second aspect using paired samples statistics, it is found that the students’ ability is changed from before treatment (Pre-test) to after being treated (Post-test).

Table 3. Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pre-test</td>
<td>13.82</td>
<td>171</td>
<td>3.29</td>
<td>0.25</td>
</tr>
<tr>
<td>Pair 1 Post-test</td>
<td>16.81</td>
<td>171</td>
<td>2.37</td>
<td>0.18</td>
</tr>
</tbody>
</table>

Table 3 shows the paired samples statistics in which it covers pair 1 pre-test and post-test. Mean in pre-test is 13.82 with the standard deviation is 3.29 and standard error mean 0.25, meanwhile mean in post-test is 16.81 with the standard deviation is 2.37 and standard error mean 0.18.

Table 4. Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pre-test and Post Test</td>
<td>171</td>
<td>.305</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 4 shows that the correlation between before and after the test is 0.305 with a probability value (sig) of 0.00. This means that there is a strong correlation between before and after the tests performed. This is because the sig value < α 0.05.
Table 5. Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>Pair 1 Pre-test and Post test</td>
<td>-2.994</td>
<td>3.423</td>
<td>.261</td>
</tr>
</tbody>
</table>

Table 5 shows that the probability of Sig. (2-tailed) < level of real level (α = 5%) which means null hypothesis is rejected or there is a change between after and before the test especially on the second aspect. This means that the use of learning-based group investigation method of local wisdom to cover the character values is effective because it affects other aspects of the use of local wisdom values in the narrative text written by junior high school students.

Table 6. Students’ Responses in the Interview

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Participant</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team-work</td>
<td>No. 7</td>
<td>I like this method because I can do my task in group and it builds my skill to do the task in a team.</td>
</tr>
<tr>
<td>2</td>
<td>Responsibility</td>
<td>No.11</td>
<td>At first, I think it is only the smart students who dominate the group work, but actually all members must be responsible with their tasks.</td>
</tr>
<tr>
<td>3</td>
<td>Motivation</td>
<td>No.20</td>
<td>I like the materials by using that method, it motivates me personally to write better.</td>
</tr>
<tr>
<td>4</td>
<td>Respect</td>
<td>No.1</td>
<td>In my group, I learn how to respect others’ ideas.</td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td>No 33</td>
<td>I think my self-confidence improves after having the group investigation.</td>
</tr>
<tr>
<td>6</td>
<td>Understanding the concept of narrative writing</td>
<td>No.8</td>
<td>Sometimes, I forget about the rules in narrative writing, after I join the class with doing assignment in a team, then I understand more about narrative writing</td>
</tr>
<tr>
<td>7</td>
<td>Understanding the writing convention</td>
<td>No.4</td>
<td>Honestly, I am afraid to write something because I think my writing skill is not good enough. Fortunately, I get many knowledge in this meeting with my group, I know more about the importance of punctuation, spelling, diction, intended paragraph and etc.</td>
</tr>
</tbody>
</table>

Table 6 contends the aspects that were stated from students’ responses. It shows that the integration of group investigation learning method and local wisdom provide the advantages for building students’ characters such as students’ team work, responsibility,
motivation, respect, and confidence. In addition, the students also improve their understanding toward the narrative writing concept and the writing convention. All in all, it reveals that the students have positive perspectives during and after the implementation of group investigation and local wisdom.

Discussion
The finding of this reveals that the null hypothesis is rejected and there is improvement in the students’ narrative writing. Therefore, it can be indicated that the integration of group investigation and local wisdom is effective to enhance students’ narrative writing skill. Furthermore, the implementation of group investigation method and inserting local wisdom is important to achieve the education goal and to provide a great influence in students’ character. The role of local wisdom takes a vivid role in building students’ characters. Asrial et al. propose that the purpose of integrating culture and local wisdom in learning is to make the students close with their learning due to it is based on their culture in which it supports the students to preserve and love their culture (Asrial et al., 2019). Culture is often a guide and a tool to meet the needs of human life. Therefore, it is only natural that the elements of culture developed in society must be learned by a person to be a part of himself and he can survive. The process of studying the elements of culture should have begun since childhood so that different personalities between individuals or cultural groups with each other will be well formed.

Inserting local wisdom in the group investigation method can lead students to love the cultural diversity of the country. In addition, students can implement a form of local wisdom in writing and daily life. The forms of local wisdom that are explored and developed include appreciation, honesty, humility, tolerance, cooperation, responsibility, simplicity, and empathy. Noor and Sugito add:

   Education based on local wisdom is an educational model or strategy that has high relevance for the development of life skills with a focus on empowering skills and economic potential in each region. Learning materials have meaning and high relevance to society empowerment based on the reality they face in daily life. The education based on the local wisdom is education that teaches learners to embrace the concrete situation that they face in their daily life (Noor & Sugito, 2019).

The integration of local wisdom and group investigation method in learning narrative text writing is effective in which it enables students to explore various kinds of local wisdom that can be shared in their writing. Therefore, the variety of students’ writing product by inserting local wisdom can be known as the beauty of diversity. By implementing group investigation, it helps the students to build their confidence in writing with the different students’ characteristics and their own local wisdom. In writing narrative text, the students have already showed their different ideas then it connects to their writing uniqueness. They have already struggled to write their narrative by considering the generic structures and linguistic features of narrative text, the writing convention, cohesion and coherence. Therefore, they are able to produce good narrative writing. This phenomenon is also affected from the teachers’ teaching method in the classroom. As teachers, they need to know the students’ needs and students’ characteristics in which these indicators help the teachers to
achieve the learning goal or cover the points in the used curriculum.

Furthermore, the students’ responses toward the interview show the aspects of implementing group investigation and inserting the local wisdom. The aspects cover seven indicators, they are teamwork, responsibility, motivation, respect, confidence, understanding the concept of narrative writing, and understanding the writing convention. In short, it reveals that the students get virtues in experiencing the integration of group investigation and local wisdom in their learning process. Supiandi and Ege highlight:

Group Investigation (GI) learning model stressed on students’ participation in defining topics, investigating problems, analysing findings and conveying findings. It can increase students’ activity and participation to find the information relating to the material being studied by using the various learning resources such as relevant learning books or other sources. Group Investigation (GI) learning model stressed on student’s participation in defining topics, investigating problems, analysing findings and conveying findings. It can increase students’ activity and participation to find the information relating to the material being studied by using the various learning resources such as relevant learning books or other sources (Supiandi & Ege, 2017).

Zorlu and Sezek contend that group investigation method encourages the students of different characteristic to have collaborative skill in the teaching and learning process to create certain product and to build the active participation among students in the group, therefore it gives benefits for students’ social interaction (ZORLU & SEZEK, 2020). The finding of this study proves that the integration of local wisdom in the process of group investigation is acceptable and in accordance with the characteristics of junior high school students.

**CONCLUSION**

Inserting local wisdom in teaching and learning process has a very big role in educational field in which it can improve students’ academic achievement and form the students’ character. This is proved from the results of this study that the integration of local wisdom and group investigation learning method in writing narrative text has a very significant influence in improving the skills of writing narrative text and instill character education values. The significant changes turn out not only on the quality aspects of narrative text content that cover local wisdom, but also on other aspects of writing. In addition, the changes of students’ character can be seen from the ideas embodied in writing and behavior when the learning process takes place, both inside or outside the classroom. Students find it easy to find inspiration of narrative writing after conducting the group investigation into the surrounding environment that is full of local cultural values. In addition, the students also get benefits from the integration of group investigation and local wisdom. Thus, it is proved that the integration of local cultural wisdom in learning can change the writing ability and students’ characters.

**REFERENCES**


