

## **Embedding the Local Sociocultural in Indonesia for English Writing Skill**

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**Abstract:** The writing skill and sociocultural cannot be separated. Many previous study had been conducted to analyze the sociocultural and the writing skill. However, most of them were in foreign country. It is extremely still rare undertaking the study of local sociocultural in Indonesia which was integrated with English writing skill. Therefore, this paper aimed at exploring and discussing the integrations between the local sociocultural in Indonesia and English writing skill. This paper applied a library research method by obtaining data through reseach articles, journal, book and so forth. It presented the overviews of sociocultural and writing skill, the delineations of sociocultural in the pedagogical aspect, the sociocultural paradigms in Indonesia context, pedagogy challenge toward the use of local sociocultural in Indonesia for writing, and integrating the local sociocultural and English writing skill. The steps of integrations between the local sociocultural and English writing skill are that (1) instructors teaches what their social values (attitude, norms, moral, etc) and what their cultural delineations (traditions, arts, historical building, etc) to learners, (2) the writing strategy is taught by instructors in terms of planning, drafting, editing and final product, (3) instructors require students to write their own written text. The virtual media can be utilized at all of those steps. Further discussion in the future is needed among experts in education, linguist and curriculum maker to design and achieve the fruitful goals.

**Keywords:** local sociocultural; writing skill; English; writing strategy

## **Menanamkan Sosial Budaya Lokal di Indonesia untuk Keterampilan Menulis Bahasa Inggris**

**Abstrak:** Keahlian menulis dan sosiokultural tidak bisa dipisahkan. Banyak penelitian – penelitian sebelumnya yang menganalisa sosiokultural dan ekampuan menulis. Tetapi, kebanyakan dilakukan di luar negeri. Hal tersebut sangat jarang sekali melakukan penelitian tentang sosiokultural lokal di Indonesia yang diintegrasikan dengan kemampuan menulis bahasa inggris. oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi dan mendiskusikan integrasi antara sosiokulutral lokal di Indonesia dan kemampuan menulis bahasa Inggris. penelitian ini menyajikan ulasan tentang sosikultural dan kemampuan menulis, pemahaman sosikulutral dalam konteks pedagogi, paradigma sosiokultural di konteks Indonesia, tantangan secara pedagogi terhadap penggunaan sosiokultural lokal di Indonesia untuk kemampuan menulis dan pengintegrasian sosiokultural lokal dan kemampuan menulis bahasa Inggris. langkah – langkah pengintegrasian antara sosiokultural lokal dan kemampuan menulis adalah (1) instruktur mengajarkan pemahaman tentang nilai – nilai sosial (sikap, norma, moral dan lain sebagainya) kepada para pelajar, (2) strategi menulis diajarkan oleh instruktur seperti perencanaan, pengkonsepkan, pengembangan dan hasil akhir, (3) instruktur menyuruh para pelajar untuk menulis teks mereka sendiri. media virtual dapat digunakan di setiap langkah tersebut. diskusi yang lebih jauh di masa depan diperlukan antara para ahli dalam bidang pendidikan, ahli bahasa, pembuat kurikulum untuk menrancang dan mendapatkan hasil yang sukses.

**Kata kunci:** sosiokultural lokal; kemampuan menulis; bahasa Inggris; strategi menulis

## Introduction

The existence of sociocultural in the teaching and learning of writing affects to achievements. The sociocultural perspective emerged from Vygotsky's theory where links to the social, environmental and cultural. Those three factors determine students' achievements in the learning. Slightly different notions come from Koentjaraningrat in 1974. He identified sociocultural values as knowledge (values, norms, complex ideas and notions), behavior, and physical activities. In the writing skill, the use of sociocultural has ever been studied (Amerian, Ahmadian & Mehri, 2014; Cheung, Chu, & Jang, 2021; Kang & Pyun, 2013; Lei, 2008; Rahimi & Norooziasiam, 2013; Slavkov, 2015; Zarreian & Mallahi, 2016). Amerian, Ahmadian and Mehri (2014) examined the implementation of sociocultural process namely teacher, class and peer scaffolding for writing skill. They engaged 30 students as participants then dividing them into the experimental and control group. The experimental group consisted 19 students; meanwhile the control group was 11 students. They found that the experimental had higher achievement than the control group. Another research came from Cheung, Chu, and Jang in 2021. They analyzed effects of sociocognitive approach to teach writing on primary students. Their study was to address whether there were differences (macro-organisation, complexity, productivity, and accuracy) between traditional and socio-cognitive approach for learning writing. They underlined that students in the experimental group with lower achievement developed their ability on producing the story elements; use varies words, longer text, and their writing accuracy. Those findings are in line with Myles in 2002 who argued that the writing process is not naturally mastered; however, it is through rehearsal process in terms of instructional practices, linguistic patterns and sociocultural experiences.

Another study which analyzed the use of sociocultural approach for writing is by Kang & Pyun (2013). They identified comprehensively two learners' perspectives

toward the sociocultural in their writing. They highlighted that the writing was as complex processes by enabling the writing context, the writing goals, cultural and historical perspective, L2 proficiency and motivation. Lei (2008) conducted the study on the writing strategy through sociocultural by deep interviewing two learners who proficient in English subject in China. Lei proved the different strategy writing usage (artifact-mediated, rule-mediated, community-mediated, and role-mediated strategies) between two learners. Rahimi and Norooziasiam (2013) studied on the sociocultural strategy for writing. They verified that the experimental group improved better than the control group. It was because the experimental group was accepting the explicit instructions and negotiations. The instructions and interactions among learners build up their comprehension in the learning of writing. Matsuda (2003) proposed that the writing is a process social and cultural context which set of ideologies and social power. The development of learners achievements highly influence by their own environment or social conditions which support and help them to acquire new knowledge inputs.

The elaborations of media in the learning writing are widely applied. It also potentially affects sociocultural paradigms. Slavkov (2015) studied to elaborate among the usage of authentic media (google drive), the writing process and the sociocultural theory. He alluded that teacher feedback, peer feedback and computer media assists positively to the writing achievements. Zarreian & Mallahi (2016) led the research to examine the sociocultural approach to the writing strategy usage by concerning on the mediating resources and context. They involved 105 BA students of English language and literature in Iran. They found that tool mediated strategy as subcategory of artifact mediated strategy gained which was most frequently used. They also underlined that between strategy usage and the writing had significant correlations. They also depicted that every individual tend to gain different strategies in the writing process.

Others important researches to measure toward the sociocultural and the writing skill have been ever discovered (Ahmed, 2010; Mohammadzadeh, Hour & Saeidi, 2020). Ahmed (2010) measured between the sociocultural and socioeconomic effects toward the writing performance. He employed mix method in terms of questionnaire, semi structured observation and semi-structure interviews. He realized that positively socioeconomic and sociocultural affect to the writing achievement of students. He laid facts that sociocultural sides in terms of previous learning experiences, reading habit, L1 interference and others significantly impacted to students writing achievements. Mohammadzadeh, Hour & Saeidi (2020) observed sociocultural perspective for L2 writing. They exerted different patterns of scaffolding namely symmetrical and asymmetrical to conceive the writing fluency, complexity, and accuracy. They invoked 90 students in Iran. They realized that there were differences scaffolding for students' writing in terms of complexity and accuracy, however not for fluency.

Although many researches which conducted to analyze sociocultural and writing skill, there were still rare research undertaking sociocultural context and values in Indonesia to assists Indonesia student to learn EFL writing. Therefore this paper aims at discussing the overview of sociocultural and writing, the importance of integrating Indonesia sociocultural context and values to the writing skill, and the pedagogical challenge to integrate both of them.

### **Overview of Sociocultural and writing skill**

Mastering EFL writing skill is a must for students. It is to declare ideas, feeling, thought and experiences of students into their writing script. Harmer (2007) pointed out the writing skill is flexible and dynamic process to produce written language. Writing is by rehearsal as the product of thought process with allowing some procedures within the process. The writing is complex process by employing some factors namely

theme, word choices, clarity, purposes, target readers or audience, cohesion, sequence and transcriptions Westwood (2008). As productive skill, the writing diverges with the speaking skill.

The writing can be captures and revised to compose the better script. This happens when some errors emerge within the texts. It allows doing some corrections by involving self-corrections, peer corrections, and anonymous reader corrections. A writing progress can be applied through several steps. Brown (2001) bestowed some steps as the writing procedures namely thought process, drafting and revising. All of those steps should encompass in generating ideas, organising ideas, using discourse patterns, revising the results of the writing, editing the writing texts and producing the final results.

In addition, Harmer (2007) delineated some steps for writing skill. Firstly, the step is planning. It is to generate ideas, the purpose of the writing, arrange the content points. The writers, thus, has to collect the ideas as many as possible. They have to arranging the ideas into the right chronological order after noting those ideas. This is needed to develop those ideas as the whole paragraph of writing. Secondly, the next step is drafting. This is to filter appropriate ideas which are suitable with the writing topic. Then, the writers compose those selections ideas as paragraphs. The third step is editing process. This step is needed for writers to read again their text in order to recheck the possible errors which may appear such as grammar errors, vocabulary existence, contents, sequence and so forth. The last step is final product. In this final product, the writing text can be published.

### **The delineations of sociocultural in the pedagogical aspect**

The developments of writing materials for learning are as parts of sociocultural because of evoking some aspects of interactions such as guidance, interactions, sharing, and so forth. The writing is complex factor by inserting and

elaborating many factors (Rahimi & Norooziasiam, 2013). The example of employing sociocultural notion is through zone of proximal development (ZPD). It relates to guide and lead students to achieve and solve their problem in writing. It has roles to bridge between the existing knowledge of students and new knowledge inputs. In the same views, Prior (2006) conceived the writing process. He noted that the writing process is not simple as cognitive process, yet it also embeds social and its context. He, further, pinned that the roles of sociocultural paradigms in the writing as parts of dialogical approach, and its context such as cultural, cultural, and historical perspectives. Lei (2008) conferred the sociocultural in the writing strategy which could be categorised namely artifact-mediated, community-mediated, rule-mediated, and role mediated strategies.

Artefact-mediated strategy, the first part, correlates to students' involvements during the practice and process of the learning. The second part is community-mediated which refer to the involvement of experts, instructors, teachers, reviewers, peer in the learning community to guide students in order to learn bunch of perspectives, varies learning factors and strategies to achieve the learning objectives. The third is rule-mediated. It conveys to students familiarity to the writing aspects such as its rules, genres, features, conventions and so forth. Students' familiarities to some writing aspects influences their writing achievements and their new knowledge inputs.

The last is role – mediated strategy. It compels students to engage, demonstrate and collect other new inputs to improve their writing achievements. Therefore, sociocultural and writing is like two sides of coin which cannot be separated. Therefore, sociocultural exceedingly relates and affects to the writing skill (Prasetyo, 2021a).

## Method

This study was aimed at exploring collaborations between the local sociocultural and English writing skill in terms of pedagogy challenge toward the use

of local sociocultural in Indonesia for writing, reasons in applying local sociocultural in Indonesia for writing in ELT, and integrating the local sociocultural and writing skill of ELT. Hence, the researcher applied a library research to assert comprehensively those purposes. the data was acquired through research papers, journal, book, and other relevance learning resources (Arikunto,2010). a library research was to foster up new paradigm study fields, culture, norm and social values (Sarwono,2006; Sugiyono, 2012). thus, the combination, comparing, classifying and interpreting a data were extensively required.

## Results and Discussion

### The sociocultural paradigms in Indonesia context

Indonesia has a rich local cultural and languages. It gains more than seven hundred local vernaculars which still exist within (Widodo, 2016). Every region in Indonesia has its own cultural and language existences. However, the national lingua franca is Indonesia language which is legitimated by Indonesia constitution. The existence both local and lingua franca language in Indonesia, sometime, people mix Indonesia language and local language in their daily life communications. In detail views, Widodo and Fardhani (2011) classified three types of language use in Indonesia as lingua franca, majority language use (Javanese, Minangkabau, Sundanese, etc) and minority language use (osing, alas, etc). Although, Indonesia has lot of cultures, yet it still has same points in the teaching life values such as politeness, honesty, collaborations works and so forth. Language and social values are at the similar scope. The language principally content of life basic principles as parts of social values and norms, meanwhile cultural invoke beliefs, rhymes, roles, and rules (Diaz-Rico, 2004).

Local sociocultural, known also as local wisdom, emerges naturally in the certain places because of social interaction among people within. It is used in certain people community to manage their community life systems. Sociocultural in

Indonesia is based on traditional values which refer to life harmoniously such as how live peacefully with nature, other persons, and spirituality enhancements. Therefore, this is in line with the educations paradigms in Indonesia as undertaking of characteristic based education. This is based on the national curriculum 2013 which confer four competencies namely knowledge, skills, spiritual and social.

The roles of English educators do not simply enhance students in mastery English skills, they also to develop students worthy characteristics. Further, educators do not only copy the foreign cultures at all, but also they have to maintain their own teaching and learning goals based on the local sociocultural values. This is as chances to be integrated in the English teaching and learning, including ELT of writing skill. The sociocultural values which can be embed for writing are derived probably from folklore, legends, building or monumental objects, forest, and others. Those content lot of life values which can be also taught to students.

### **Pedagogy Challenge toward the use of local sociocultural in Indonesia for writing**

The teaching and learning writing as mentioned above, not simply by cognitive process. It is also by social interaction process. It sometime triggers some stumble when the different cultural values between L1 and L2. This is supported by Irene in 2013. She argued that developing cultural competence outlined as the most important prerequisite to handle up educational problems in terms of structural and cultural dimension stumbles. The language acquisition achievements depend on the sociocultural factor where that native language from. The same points came from Li (2004) from New Zealand who strictly clarify that some Asian students felt unsatisfied experiences in learning English. This occurred because the different sociocultural (i.e ethnic, family background, and cultural norms, etc) compared to New Zealand. Therefore, the developments of language learning and teaching also always

inserted native and target culture to mastery in particular strategy of the teaching and learning well.

In Indonesia context, social interaction in the teaching and learning process especially in ELT writing sometime does not full in English. It is mixed with *Bahasa Indonesia* or local language. This is to fabricate easily students' comprehensions. This process is also as challenge for educators to develop further ELT writing instrument. Krashen dan Terrel (1993) suggested some point to solve the language usage problems. First, language comprehension takes important role before using its language. Second, theme based syllabus is better than structural syllabus. It means that syllabus should be created based on the learner and educators sociocultural values. Thus, the receiving of new knowledge of the students are easy. Third, learning environments should be interesting and conducive.

The challenge also derives in the writing process where the existence gaps between students' knowledge and new knowledge. The sociocultural in writing depicts as social context which involves complex factors such as knowledge transformations, dialogical interventions, process of inventions and mediated between cultural and historical (Behizadeh, 2014; Prior, 2006; Rish, Bylen, Vreeland, & Wimberley, 2015). Therefore, the compositions of writing process and goals should be maintained by considering those factors. Embedding the sociocultural in writing also has to conceive conceptualizations of sociocultural. Schunk (2012) strengthened his points of views toward the conceptualisations of sociocultural. The first, social interaction is as critical purposes, meanwhile knowledge is as constructions by involving two or more people. The second, self-regulation refers on how learners manage their own mental and actions which affect to social interactions. The third, human development is by cultural transmissions. The fourth, language is as critical instrument. Language can be inner speech, social speech and private speech.

The fifth is zone proximal development (ZPD) to bridge the existences student knowledge and new knowledge.

The sociocultural in writing skill prompts teachers and learners to interact each others. Rish et al., (2015) interlinks the sociocultural theory for writing as one conceptual paradigm. They categorized its merger concept into four categories. The first, the writing is as social acts whereas the writers develop their written content which is affected by social interaction, social relationship, membership communities, institution belonging and so forth. The second, writers are as distributed actions. It means that writers communicate and interact to others in various levels and ways as process of inventions. It great potentially affects their written style and content. The third, the writing is as mediated inventions process. This relates to the writers whom use rich written resources and tools which influence their writing content and style. The last, the writing is as intertextuality and dialogism. Both refer to the writers who imitate others writers' linguistic patterns, ideas, text patterns, discourse and so forth. The writing is a process oriented rather than product oriented (Ferris & Hedgcock, 2013). Therefore, the interventions of teachers are very needed to guide the students in the learning of writing steps. However, this is not simple as viewed because writing is dialogic process which engages between teachers and students in terms of small or big groups' discussion, feedback interactions, collaborative activities (pre-writing, drafting, revising and producing the written text and other cognitive acts. This is in same vein with Allahyar & Nazari (2012). They argued that cognitive achievements wisely develop through participating in social interactions then supported with experts.

The social interactions between learners and instructors in writing process are as kind of communicative competence. It is to share ideas, transfer knowledge, knowledge inventions, and so forth. Tseng (2002) categorized communicative

competence into four grammatical, sociolinguistic, discourse and strategic. Grammatical competence relates to linguistic pattern where learners master linguistic system such as phonological, morphological, syntax and so forth. This notion is to produce well language outputs including writing skill. Further effect is that the readers easily recognize the written sentences and content. Sociolinguistic context correlates to the applied of language with rich contexts in terms of how learners respond social values, norms, belief, certain pattern rules in communities and so forth where the native language exists. Social rules and social contexts where the existence of native language comes from are as sociolinguistic (Alptekin, 2002:58). Discourse competence link to the ideas combination coherently and cohesively. This allows learners to gain their ideas and develop those ideas into right chronological orders. In the writing skill, gaining ideas can be through noting and arranging those ideas before developing as the whole paragraph. Strategic competence is to fill the missing gap among communicators or writers. In the writing context, strategic competence refers to the writing strategy where guide the writers to expand their ideas as the whole written texts.

The differences of Local Indonesia sociocultural and English may appear some challenges. Let say, one example in Javanese sociolinguistic and culture as one of Indonesia local culture, javanese people called rice as *beras*, however if it is already cooked namely as *sego*. This is different in English, although cooked or not yet, it is known as *rice*. Other differences are in English *wait a minute*, in Indonesia translations *tunggu sebentar*, in Javanese language becomes *sik*. Other differences are in English *I don't want it*, if it is translated in Indonesia language as *saya tidak mau itu*, in Javanese language become *emob*. Those difference utterances how express something in English need more than two words, however, in Javanese express it in an one word.

**Table 1** The expression in Indonesia, English and Javanese language

| Indonesia                 | English                | Javanese    |
|---------------------------|------------------------|-------------|
| <i>tunggu sebentar</i>    | <i>wait a minute</i>   | <i>sik</i>  |
| <i>saya tidak mau itu</i> | <i>I don't want it</i> | <i>emoh</i> |

In Indonesia cultural, communications in verbal or written has to attempt politeness if the respondents are older. It has some language level for example the word *you* in English, meanwhile in Indonesia called *anda* as highest polite word, the lower level word is *kamu*. However, Javanese language is more detail from

highest, middle and lower level as *jenengan*, *sampean* and *koen*. Although among *anda*, *kamu*, *jenengan*, *sampean*, *koen* have an equal meaning in English as *you*, however in Indonesia and Javanese sociocultural context, the higher word level is used to communicate verbal or written to older respondents or formal situations.

**Table 2** The subject words in Indonesia, and Javanese language

| Word level | Indonesia   | Javanese        |
|------------|-------------|-----------------|
| high       | <i>Anda</i> | <i>Jenengan</i> |
| middle     | <i>Kamu</i> | <i>Sampean</i>  |
| low        | -           | <i>Koen</i>     |

All of those subject words have an equal meaning, in English, as *you*. When two or more learners (Indonesia and Britain and/or Australian and/or American) with the different sociocultural background in the communication (both written and /or spoken), they tend to think their own cultural understanding which it great potentially affects to their own language productions to achieve mutual understanding among them (Naning and Abdullah, 2008). Thus, learners sometime consider identifying and analyzing native culture and target culture to determine their own learning strategy to achieve learning goals (Purba, 2011).

The different between native and target sociocultural have pivotal roles to determine learners' comprehension toward the leaning material including learning writing skill. Those notions trigger a chance and also challenge on how interconnect among Local sociocultural values in Indonesia, writing strategy, the teaching and learning strategy, sociocultural connections between L1 and L2, so forth. Therefore, the embedding ELT writing with local sociocultural in Indonesia is interesting and unique phenomenon because it describes various sociocultural perspectives and

linguistic systems. The use of teaching of ELT writing through native sociocultural approach is much effective than compelling the target sociocultural approach.

### Reasons in applying local sociocultural in Indonesia for writing in ELT

The implementation of local sociocultural in Indonesia collects some strength. Those strengths can be classified as intrinsic and extrinsic strengths. Intrinsic strengths refer to writers' personal achievements during the learning of writing through local sociocultural values. Extrinsic strengths correlate to the how those integration impacts to the learning environments. In intrinsic strengths, firstly the integration of local sociocultural leads to the enhancements of learning experiences. The learning experience is most important part as learning process. This is to boost learners' motivation. These activities enable learners to acquire not only language knowledge, but also target and native sociocultural perspectives (Genc and Bada, 2005).

Secondly, the increasing of students' comprehension plays pivotal roles. The cultural affects to pedagogical and linguistic perspectives (McKay, 2003). In the

pedagogical perspective, sociocultural can be used as the teaching and learning content, meanwhile linguistic perspective, culture closely relates to the pragmatic, semantic and discourse. Thirdly, its integration assists learners in solving writing problems. In the sociocultural perspective, there is dialogism which emphasise on the discussion if learners face difficulties in their learning of writing. As mentioned by Prior (2006), the writing process and progress are as parts of social interactions, not just cognitive process. Therefore, there are interactions among teachers as instructors and learners during the writing process in terms of discussing the learning material, asking certain information, answering the others questions, and so forth.

Fourthly, building up higher order thinking skill in the writing process is by integrating the local sociocultural values. As mentioned by Prior in 2006, the writing process through the sociocultural values embed discussions within the process. It boosts learners' critical thinking skill. When they discuss to other students or teachers, it involves their cognitive process and cultural maintained, how deliberately and politely send a comment, reviews, responds and so forth. Within those activities, they have to think the urgent parts which they probably do not comprehend well. The other respondents or reviewers also have to consider on how politely and accurately to their answers.

Extrinsic strengths for integrating local sociocultural values in ELT writing have several points. First, developing social skill of students is through discussing among them during the learning of writing. This increase their social ability such as how respond, argue and comment during the learning process. To answer other students and teachers questions politely are much needed as the implementations of sociocultural values during the learning of writing. Huber & Hutchings (2008) mentioned that the integration learning accelerates learners' knowledge and experiences in order to solve their learning problems and gaining much knowledge.

Second, it assists other students learning achievement both pedagogical and sociocultural.

In the pedagogic perspective, it is always linked to the writing achievements such as how they comprehend writing strategy, how gain writing ideas, arranging those ideas into the right chronological order, developing those ideas as paragraph writing. Sociocultural perspective, it emphasises students to acquire certain social values about norms, moral, attitudes, social interaction patterns, and others. Min et al., (2012) asserts that the learners' learning achievements are affected by their learning environments. Third, it promotes new writing strategy. In Indonesia context, the teaching of writing through local sociocultural wisdom is extremely rare conducted. Lot of previous research had been led in foreign nations. This is as a challenge how composes between the writing and the local sociocultural values as new writing strategy. Fogarty (1991) pinned the notions of integrative learning by considering some views. First, the learning must be authentic. It refers to learners directly involve solving learning issues by conceiving and relating in the real and relevant occurrence. Second, the meaningful learning is needed. The learning should be based on the real life situations which affects to the learners output in their life. Fourth, the learning activities must be efficient. The last, the learning activities must concern fully on educators and learners. In curriculum perspective, the implementation of local wisdom also still need discuss further because local wisdom as local sociocultural has bunch of life values which are good for learning.

### **Integrating the local sociocultural and writing skill of ELT**

The teaching and learning process of writing is by rehearsal. It means that writing needs guidance and instructions, as writing strategy. The notion of writing strategy which is to explore the content of writing can be embedded with the local sociocultural. This utterances need to



integrate among writing strategy, writing content materials, sociocultural values, teachers instructions, and media. Sociocultural which content of social and cultural values including character values relate closely to English language competence. This is because its relation includes linguistic, discourse, sociocultural awareness and understanding and communication strategy appropriateness (Canale & Swain, 1980). Language learning may content basic principle of life through admitting from sociocultural values and norms (Diaz-Rico, 2004). Further, sociocultural is not restricted on the values and norms, it can content certain social community situations, heritage building, heritage arts, traditions, symbol meaning, and anything as the way of life certain communities. Diaz-Rico (2004) argued that cultural includes belief, values, rhymes, rules and roles. Therefore, the sociocultural also can be used as the writing content material. Teachers can ask students to write their local culture, heritage building, heritage art, traditions and so forth based on the region where they live. This also can be inserted some social life values. This is in line with characteristic based teaching as the current national curriculum paradigm.

The learning writing deals its strategy. As the example, one of the writing strategy is metacognitive strategy. It refers to thought processes in the right chronological order namely planning, monitoring and evaluation (Zhang & Seepho, 2013; Lv, 2010). The learning writing through

metacognitive strategy enables learners to control and monitor their learning process (Gurbin, 2015; Metcalfe & Schwartz, 2018). It makes learners easily to recognise materials, and decide when stop, repeats, and continues their learning process. In addition, Harmer (2004) proposed the writing process which is in more detailed steps. It is as planning, drafting, editing and final product. In the planning step, writers consider who target audiences are, their writing purposes, gain ideas, think of sequence and supports arguments within. Drafting step is to develop those ideas into sentence and paragraph then arranging into the right chronological order. Editing step refers to errors correction within the writing content based on the teachers' corrections or peer corrections. Final step is to publish writing results. The use of media in the writing takes also important roles. Let say, one of example media is online media. In addition, in this pandemic Covid 19, all the teaching and learning process moves to the virtual world. Most of educators employ social media, commonly used Whatsapp, in their teaching process. The use of Whatsapp for writing has been investigated widely (Alsalem, 2013; Fattah, 2015; Salikin & Tahir, 2017). Most proved that Whatsapp as social media assists students to improve their writing proficiency. Students moreover gained positives attitudes to online media (Prasetyo, 2021b). To have clearer perspective, the figures below used to depict the integration between sociocultural and the writing skill.

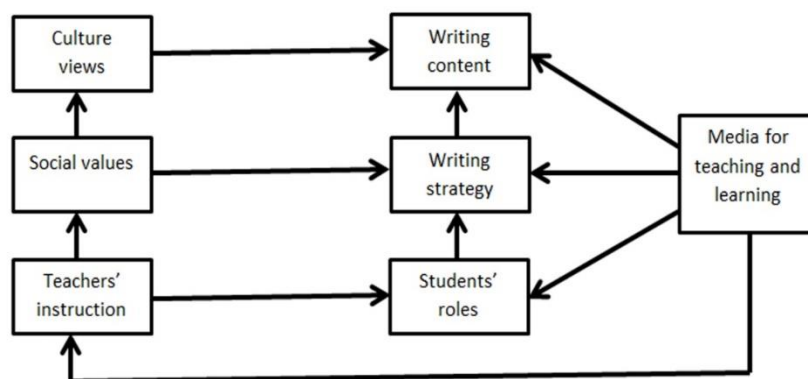


Figure 1. Integration between the local sociocultural and the English writing skill

Its figures presents that firstly teachers explain students about what their social values (attitude, norms, moral, etc) in their dialy life and what the cultural views (traditions, arts, historical building, etc) to students. Secondly, teachers also explain the writing strategy which can be applied by students before writing, then explaining the each strategy steps to students. Thirdly, teachers then ask students write their own writing based on the explanations before. All of those activities can be done through virtual media.

### Conclusion

The writing skill in ELT is not simple process. It includes between pedagogical and sociocultural perspectives. Those two perspectives affect each other. Pedagogical relates to the writing strategy use, the learning materials and media. Sociocultural refers to how social life values and cultural notions in the certain community. Social life values include the norm, moral, attitudes, and so forth. Cultural notion can be traditions, art, historical building and so forth. That integration can be done through virtual media.

The existences of some steps in integrating both the local sociocultural and writing skill are that (1) teachers explain to students toward social values such as norms, morals, and attitudes and their cultural views such as arts, traditions, historical building, history and so forth, (2) teachers teach to students on what writing strategy is, and how apply writing strategy, and (3) teachers require student to write with the themes of social life and cultures in their social scope. Those three steps of integrations the local sociocultural values and writing skill cover the conceptual paradigm of sociocultural for writing skill. Its conceptual paradigm is firstly the writing is social act to develop social ability such as interactions, membership community and others. Secondly, it is as distributed action which means other respondents have various level and ways in interaction inventions that potentially impact to their language productions (verbal or written). Thirdly,

writing is as mediated invention process which relate to various written resources and tool with further impacting on their writing style and content. Fourthly, the writing is as intertextuality and dialogism which means as imitating others linguistic pattern, text pattern, discourse and others.

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