

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Learning has become serious crisis in Indonesia. These learning crises proved from various international data shared by PISA and EPI organisations and its level is currently gaining low from years to years. According to OECD Education GPS, Indonesia's PISA score in reading literacy only places in 371 points compared to an average of 487 points in OECD countries, while the average performance in science is 396 points, compared to an average of 489 points in OECD countries. It can be concluded that Indonesia needs to change the learning section and focuses on to improve learners' quality by engage students more to have motivation to learn, besides the pedagogical things also has huge role on it. Alwasilah (2014) have been mention on his book, education is the most essential part of development route to modernity which means to make Indonesian's education increasingly advanced.

There are lot of factors causing Indonesia become one of country that have low level literacy score and be part of country that need to develop their learning environment, since Indonesian education is very far behind. According to Helyanti (2022), there are several factors influence in low level literacy, thus are; developing countries, transformative pedagogy, and multisensory during the process of receiving information. Developing countries are influenced by digital skills in receiving information, (Jayanti & Sudimantara, 2023); transformative pedagogy which require changes in the relationships between teachers and students, in teaching and learning strategies, and in how learning is assessed, as the skills needed in the 21st century may not be amenable to paper-and-pencil tests (Dole et al., 2015); and multisensory as mean integrate information from a variety perceptual channel (Lian et al, 2017).

In the 21st century, learners and teachers need to have the ability to overcome the technology competence since it's a basic skill. Besides,

Indonesian students are stuck in learning on the traditional way which focus on memorizing and grammatical structures. According to Ariel et al., (2023), the concept of learning how to learn is a central landmark in the attempts of educators and learning scientists worldwide to make the learning science accessible and applicable to the masses. It means that to make Indonesian education become more better than today, students and teacher should be able to apply learning how to learn method or how conduct the knowledge by learn and learn. However, to transforming traditional into non-traditional way of learning, as mention above, students and teachers should have the ability to require digital competences and transform the learning section from teacher-centred to the learners-centred.

Education nowadays must complete new paradigm to shifting from traditional learning and move to non-traditional learning. At this time, Lian (2022) once said that, teaching models that persist as the field of education refuses to examine its past defeats and shortcomings and remains caught up in its traditional dichotomies of explicit/implicit learning as if these polarities captured the entirety of the learning process and there was no space in between to explore and take advantage of. Therefore, today's teachers must be willing to challenge themselves to make changes in many ways. One of the most influential in students' success in learning is the learning process itself (Puspita, 2022).

To help overcome current challenges like the low literacy rate and the diminishing English proficiency index, digital learning tools have been created in case of a literacy emergency in Indonesia. Determination of using digital learning resources as tools for embrace students is focus on how the new paradigm approach should be applied on the pedagogical activity in Indonesia. UNESCO (2022) mentioned that education is the best tool we have for optimizing the relationship between democracy, diversity, and justice. In this context, education nowadays should have new paradigm which consists from holistic learning, learner-centred, differentiated learning, and exploratory learning approach. That paradigm connects with multisensory approach which

correlate with human nature learning and indicates as transformative infrastructure in learning.

Speaking of transformative learning, OECD Learning Compass 2030 in OECD (2019) mentioned that to meet the challenges of the 21st century, students need to be empowered and feel that they can aspire to help shape a world where well-being and sustainability – for themselves, for others, and for the planet – is achievable. Based on OECD Learning Compass 2030, transformative competencies not for educators only, but students are must to require it. Besides, as mentioned above, transformative learning also consist of human nature learning and multisensory approach. Lian et al., (2017) once said that multisensory approach is integrate information from a variety of perceptual channels.

Multi-sensory consists of two words, namely multi and sensory. The word "multi" means many or more than one, and "sensory" means the five senses. The idea that learning occurs best when children employ numerous senses is known as a multisensory approach. The sense of kinaesthetic (motion) and tactile (touch) stimulation brought on by the visual and auditory are frequently employed and concrete media support the multimodal approach, also tracing exercises involve listening (auditory), writing (movement), and seeing (visual) components of the multisensory method (Suryaratri et al., 2019). Therefore, Lotto (2016) indicates multisensory which have strong correlations with meaning making in human brain define it as a function of contrasting relationships that distributed across the brain and involve multisensory networks.

Afterward, the creation of knowledge separated widely from our brain and connects it with the circuit inside in human brain. Sousa (2017) mentioned on his book that there is a growing interest among educators in the biology of learning and how much an individual's environment can affect the growth and development of the brain. More teacher training institutions are incorporating brain research into their courses. However, education is a desire for the access of the detailed and accurate information as possible about learner

characteristics performance to initiate the most effective interventions to support students' learning efforts (Lian & Sangarun, 2017).

As we live in the 21st era, technology become more closes with our daily lives, so do happen in education. Mentioning transformative learning cannot be separated from the context of the evidence of technology into educational field. Stated by Tucker (2014), a technology enriched learning environment should be created that enables students to manage their own learning, and to assess their own progress. Teachers should model digital-age learning and work. Another argument for the necessity to change our mind-set on learning is offered by Mezzirow's learning theory which summarized on the VOINEA (2020), defines transformative learning as "the process by which we transform problematic reference frameworks (mentalities, mental habits, perspectives on meanings) as the sets of assumptions and expectations and to make them more comprehensive, lighter, more reflexive and more capable of affective change".

Furthermore, besides of transforming pedagogical from technology, it is also important to develop digital literacy that consent on discovering students' environment and people changes or environment changes. In this era, we should understand that language learning is not only about structure and grammar, but it spread wide on the neuroscience aspects, multisensory approach, and also agency of teachers to manage class for engage students more into the learning section. Therefore, this research focus will be highlighted on audiobooks as the product to develop for digital learning resources that consent on the non-traditional way learning.

In this research, the researcher uses the audiobooks as a product to increase the score of digital literacy in Indonesia since it will focus on learner-centred and fill the needs of transforming pedagogy mentioned by Sudimantara (2021), that Indonesian education need to shift from traditional learning to non-traditional learning which abandoned teacher-centred and focuses on learner-centred. Therefore, this research also conducts Cultural heritage as the content from the text of the audiobooks may help students feel

closer with the material itself. Learning by using audiobooks embraces all skills and helps students get new learning experience by learning not only from textbooks.

1.2 Identification of the Phenomenon

Education in Indonesia is very far behind because some teachers still focus on the traditional methods that lead students does not enjoy for learning, especially in English learning classroom. This phenomenon caused by most of the teachers in school are using old methods or an expired pedagogical which makes students does not have the interest since delivering the materials are not creative or even the materials itself, they do not understand. Therefore, mentioned by A. P Lian & Sussex, (2018) these are some examples of what it's called traditional way of teaching or it can be say as an expired pedagogy;

- Teacher-centred,
- Verbal components-based materials,
- Grammar-based learning, and
- Passive learners.

Based on the phenomenon above, the researcher was developing digital literacy resources as learning material that promote teacher agency, build student-centeredness, multimodal materials (audiobooks), and used CEFR-based with artificial intelligences support with Reading for emotion as learning tool that activate brain compatible. Thus, students' literacy level has developed.

1.3 Delimitation and Focus of the Research

This research focus on developing digital literacy resources for students' junior high school in Cirebon, West Java. In this research, there are some points which can be categorized as delimitation of this research, follows:

1. Helping students based on their literacy level
2. Helping students dealing with technology and cultural things
3. Helping students differentiated learning
4. Helping teachers on providing the materials

1.4 Research Questions

1. How is the CEFR-based creative audiobooks developed?
2. How do middle school students and teacher use the CEFR-based audiobooks in the classroom?
3. How do middle school students in Cirebon perceive the utility of the digital audiobooks in the learning process?
4. How do teachers perceive the utility of the digital audiobooks in the learning process?

1.5 Aim of the Research

The aims of this research are follows:

1. To inform the process of how this digital learning resources was made and create to help students in learning.
2. To understood how is the integration of audiobooks as the digital learning resources used in the classroom.
3. To reveal the perceptions of students in Cirebon regarding audiobooks as digital learning resources, including their preferences and experiences into their learning.
4. To reveal the perceptions of teacher in Cirebon regarding audiobooks as digital learning resources, focusing on attitudes, experiences, and challenges into their teaching

1.6 Significant of the Research

To significantly, this research will conduct research and developing digital learning resources product named audiobooks to facilitate teachers in teaching junior high school students in Cirebon, West Java. However, this product also provides the cultural contents that makes students feel aesthetic and familiar with the content itself. To specifically, this research expected to can be useful in terms of:

1. This research is to facilitate teachers by providing alternatives media to teach junior high school students.
2. This research expected to make students feel enjoy and having fun in learning English.

3. This research is expected to make students CEFR level increase by make them familiar and authentically with the content of the materials.

1.7 Theoretical Foundation

1.7.1 Human Nature of Language Learning

In the 21st century, learning become more powerful and advanced by any things. Not only from technological, the advanced of language learning also encompass the human's brain. A more detailed categorization of learning has been developed in the field of neuropsychology, particularly through the investigation of brain regions and neural connections implicated in particular processes requiring distinct forms of memory in human or animal models (Ellen & Sudimantara, 2023). Humans constantly perceive strategy, according to studies by Sudimantara (2021), this reflex is known as the "orientation reflex," because it consistently draws attention to an anomaly that is, to anything that is not yet fully understood. Put differently, how to help kids see the issue and come up with a solution. There are basically lot of process happened in human brain, this activity comrade by various circuits in our brain that help connect to how the human learning a language.

Learning is the process by which we acquire new knowledge and skills; memory is the process by which we retain the knowledge and skills for the future. Research into the neural mechanisms supporting various forms of learning is shedding light on how new information, memory, and brain structure changes interact. This process enhances the size and complexity of neural branches and their ability to form more intricate networks. Sousa (2017) mentioned that the consequence of learning, brain accumulates knowledges through chemical and physical changes when it stores new information as the result of learning.

Natural selection shaped our ancestors' reflexes for perception, which we have carried over into our own reflexes and those of our

culture. All of this is represented physically in our brain (Lotto, 2016). According to Azizah (2023), the human brain is the one that processes information that comes in through hearing or sight and when the brain sees or hear a story there is named neural coupling. Therefore, the meaning of neural coupling is a phenomenon where the neural activity of two or more individuals becomes synchronized or aligned during social interactions. This concept is often studied in the context of interpersonal relationships, communication, and social cognition (A. Lian et al., 2021).

1.7.2 Story Science

Our brain content of anything that can't be imagine. At first, it cannot be understood what or how is the relationship between story in brain, why we need to correlate story with something so natural science. On the Paul Zak's research, it is uncovered of how stories affect our brains, unite strangers, and make us more giving and sympathetic. On the other hand, listening to stories causes our brain activity to increase by five factors. To visualize experiences and analyze emotional reactions, we employ our motor cortexes in conjunction with our emotion and visual image processing centres. (Helyanti, 2022). Furthermore, Fletcher (2021) also has been mention on his book what is the correlation between story and science. In human brain, story can shape the emotion, change behaviour, sharpen thinking, reviling the core and bolts of certain stories that can increase creativity, resilience, empathy, and also problem solving.

Furthermore, as mentioned in Helyanti (2022) thesis, it can be seen that when we hear or read a story, there is a circuit in our brain that actively involves those activities. This is in line with what Paul Zak mention on his article which delivered on the animation video, the first half of the response is that stories are a powerful tool for spreading essential knowledge and morals from one person or society

to the next since humans are social beings who frequently create bonds with strangers. Stories that are personal and emotionally compelling engage more of the brain, and thus are better remembered, than simply stating a set of facts.

Human brain, it consists of two hemispheres, they are left hemisphere and right hemisphere. According to Maryanti (2023), the right and left brains has different functions in language learning. The right brain indicates the process of melodic information or nonverbal components, while in left brain will process word and grammar as the verbal components in the language learning process. It also has been mentioned by Lian et.al (2020) that language learning occurs in right brain, since there has been activating the nonverbal components such melodic, intonation, etc. However, McGilChrist (2012) state the both of hemispheres appear to contribute to language, both to visuospatial imagery which involved in reason and emotion that are closely involved with each other.

Therefore, Bumela (2020) mentioned that transformative learning or today's learning should compatible in the need for designing and engaging tools and activities that can activate the left hemisphere of the brain, cause anomalies to be experienced beyond thresholds, and ultimately involve the right hemisphere in the learning process. Helyanti (2022) has been clearly define this context, when we hear stories, our brains release oxytocin, a bonding hormone that causes us to care deeply about the people involved. This is why we sometimes treat fictional characters as if they were real people, why sharing personal stories is the quickest way to connect with strangers, and why storytelling is a politician's most powerful tool.

1.7.3 Multisensory Approach

The terms "multi" and "sensory" make up the phrase "multisensory." "Sensory" refers to the five senses, while "multi" denotes many or more than one. A multisensory approach is the theory that

children learn best when they use multiple senses. Concrete media support the multimodal approach and are often used to stimulate the senses of kinaesthetic (motion) and tactile (touch) brought on by the visual and auditory. Tracing exercises also incorporate the auditory, visual, and writing components of the multisensory method (Suryaratri et al., 2019). According to Lotto (2016), meaning formation in the human brain is thus strongly correlated with multisensory experiences, which are defined as the result of opposing interactions that are spread across the brain and involve multisensory networks.

In learning, multisensory is a way of teaching that engages more than one sense at a time. It is using sight, hearing, movement, and touch give students more than one way to connect with what they are learning (Jackendoff, 2002). Aims of approaching multisensory in today's pedagogical activity is to embrace students more active into the learning section. All students have different characteristics and learning styles, thus are the role of teacher here is to support students in developing the learning strategies and intellectual tools needed to them to acquire the knowledge.

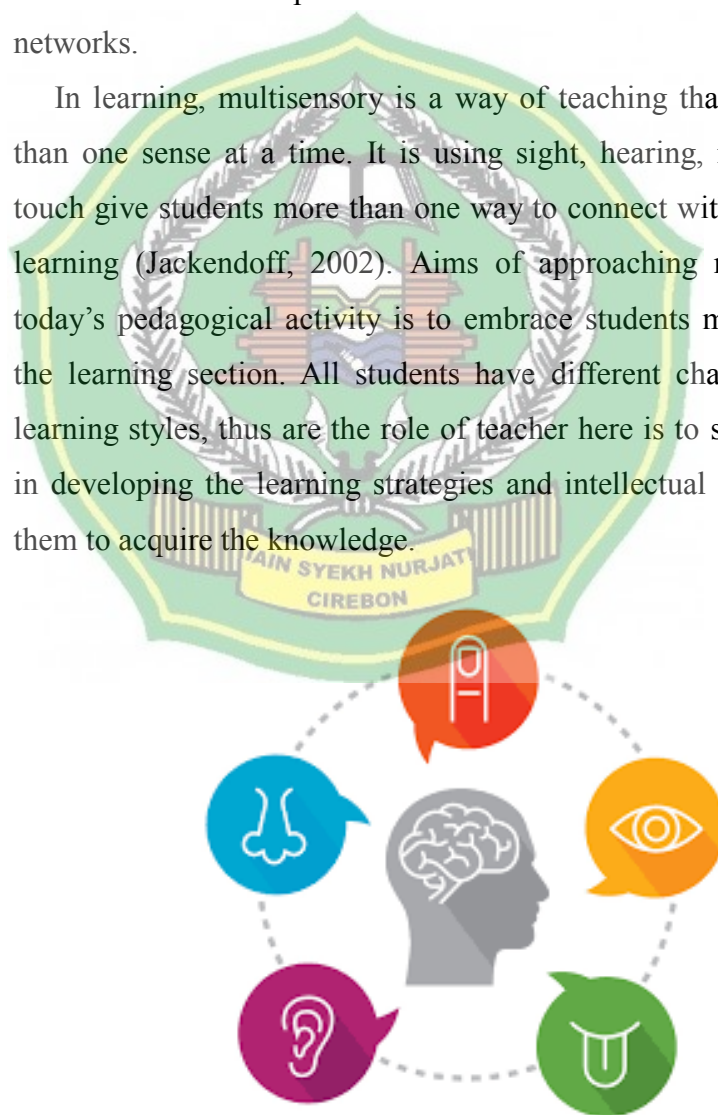


Figure 1.1 Multisensorial approach

Learning often relies on a child's vision to see text and images and to read information. It also depends on the child's hearing to understand what the teacher is saying. However, multisensory teaching extends beyond just reading and listening. Instead, it involves engaging all the senses in the learning process. While not every lesson will incorporate all of a child's senses (taste, smell, touch, vision, hearing, and movement), effective multisensory teaching strategies utilize a combination of these senses to enhance learning experiences and outcomes. Mason et al. (2019) mentioned that teaching science can also be done through multisensory approach which students do experiments, record the procedures, and present results. Multisensory activities can be described as singing while teaching and doing other activities while doing one thing.

Multisensory learning can be highly beneficial for children with learning and attention problems. Engaging multiple senses helps address the diverse needs of all children, not just those with specific learning and attention challenges. This approach allows for various pathways to learning, ensuring that every child in the class has the opportunity to succeed. Utilizing techniques that incorporate sight, sound, touch, and movement, multisensory learning fosters a more inclusive and effective educational environment, enhancing overall student engagement and comprehension (Morin, 2019). Besides, Suryaratri et al (2019), declare in their paper about the principal of multisensory approach, thus are; the atmosphere in the classrooms is pleasant, individual principles, the principle of continuity, and Sustainable principles (Fister et al., 2016).

1.7.4 OECD Learning Compass 2030

As a vision of future education, OECD Learning Compass 2030 is the OECD's future of education and the skills 2030 project which evolving learning frameworks that set goals. The OECD (Organisation for Economic Co-operation and Development) had been working on a

project called the "OECD Learning Compass 2030." This initiative aimed to explore and define the knowledge, skills, attitudes, and values that learners need in the 21st century. The Learning Compass 2030 project was part of the broader OECD Future of Education and Skills 2030 project, which sought to address the challenges and opportunities posed by the rapidly changing landscape of the global economy and society.



Figure 1.2 Framework of OECD Learning Compass 2030

Beyond that, in OECD Learning Compass 2030, it creates new values that requires critical thinking and creativity to solve diverse problems. In this era, students should be smart and try for themselves when evaluating the functionality of solution. It means that students will overcome the problems by thinking creatively and use all the knowledge they have to solving it while accompanying with skills, attitudes, and values they have into the competencies and make it to the action.

1.7.5 Rhizomatic Learning

Brailas (2020) define rhizomatic learning as the process of expanding, fostering, growing, and igniting the growth of a living network made up of material resources and agents with knowledge both artificial and human, as well as material items. Within this framework, learning can be experienced as these rhizomes' imaginative ability to extend even more in many directions, forge new connections, and build upon preexisting resources.

Differs from the researchers above, A.-P. Lian & Pineda, (2014) define rhizomatic as a metaphor used to represent a dynamic, open-ended, self-adjusting personal learning network constructed by the learners themselves to meet perceived and actual needs. In a rhizomatic learning environment, learning is non-linear and decentralized, resembling the growth patterns of a rhizome, which spreads out in various directions and forms connections unpredictably. This metaphor highlights the adaptability and fluidity of learning networks, allowing learners to follow their interests and needs, thus fostering a more personalized and relevant educational experience.

Structure of rhizomatic learning contains components where each and every component is connected to each and every other component of the (living and potentially infinite) structure. In a learning structure it means that learners are able to connect from any activity or information point to any other activity or information point according to perceived need. A structure of rhizomatic learning should be thought of as a self-regulating structure responsive to the learners' needs as determined by the mechanisms in place for determining such needs. According to Lian (2014), the rhizome is a critical feature of the language learning system to be described.

1.7.6 Transformative Pedagogy: A Brand-New Paradigm of Learning

The application of CALL can contribute to the effort of personalizing learning in two ways: providing access to substantial learning materials for individual learners, and more importantly, giving individualized support through help options, generally defined as “embedded application resources that assist learners in performing computing operations and/or support language learning” (Lian. A.P et al., 2022).

All aspects in this world need to be transforming, both in a good and in a bad way. In educational field, transforming education are something needed since to brighten the nations' life it should be taking

responsibility and create variative learning environment to make students increases their ability. Farren (2020) stated that transformative pedagogy encourages both students and teachers to develop the skills in order to accept responsibility for language teaching and learning emphasizes the target of language to convey meanings, fostering deeper engagement, and understanding of the language.

However, to express their meanings, it could not only in the traditional and basic literacies of reading, writing, listening, and speaking but also in a range of 'new' literacies, including intercultural, critical, digital, media, and research literacies. In Indonesian aspects, transformative pedagogy can be seen as developing or upgrading the role or how teacher teach the students, how students manage to learn something, and how is the curriculum itself. Therefore, Dole et al., (2015) mentioned about five types of transformative agency need to require by teachers, those are:

1. Resisting and criticising the current activity
2. Explicating new possibilities
3. Envisioning new patterns or models
4. Committing to specific actions
5. Taking the consequential actions needed

According to OECD Future Education 2030, to help enable agency, educators must not only recognise learners' individuality, but also acknowledge the wider set of relationships with their teachers, peers, families and communities. These factors can influence their learning and understanding the concept that underlying the learning framework of co-agency. The interactive, mutually supportive relationships that help learners to progress towards their valued goals. Meanwhile for co-agency or known as collective agency define as teachers need to work in a team to addressing problem, and consider the transforming

learning as expected. However, in this context, teachers, school managers, parents and communities should be consider as learner.

In present day, transforming pedagogical also means to transform digital competence since it's related to each other since the concept of digital competence has become notably significant. Sudimantara (2023) once mentioned the knowledge, abilities, attitudes, and qualities required to use ICT and digital media are all part of digital competence. It also involves the skills, tactics, values, and awareness needed for jobs including knowledge construction, problem solving, communication, information management, teamwork, and content creation and sharing.

1.7.7 Multisensory CALL

Occasionally, teaching and learning using technology or computer is commonly known as the way it to do while we were in Covid-19 situation. It can be seen that even though it has ended, teachers still employing ICT on the learning process, and it might because teachers are being eager to integrate technology in their teaching process. Therefore, on her podcast, Dr, Ania Lian has mentioned, there are two functions of how we viewed Information Communications Technology (ICT). The first one is using ICT for display things as what Dr. Ania Lian and team did or some other language researchers did too, and the second one is using ICT to enable autonomous or hand on practice.

Nowadays, CALL or Computer Assisted Language Learning had develop to changes, it provides teachers a lot of opportunities to show their students the real fact of the target language with joy. Benavides B (1997) stated that CALL is involved in more communicative activities and the interaction user-computer, user here means as advantageous in terms of production and more cognitively demanding. However, the stage of CALL is finding the pedagogically sound scheme to account

for the different processes which can be achieved by using a computer, computer-based materials, and consequently by different learning scenarios. In the other hand, learners and language teachers commonly take more interest when utilize technology like computer, internet, and mobile phone in their teaching and learning.

Furthermore, in educational setting, the integration of technology is something that cannot be separated from today's generation life. They need to set a different classroom setting that might be different from traditional teaching and learning media or method (Machmud, 2018). According to Mirani et al (2019) CALL offers advanced learning and teaching methods such as Cognitive and Communicative approaches, and audio-video. CALL improves students' cognitive and communicative abilities more as compare to traditional methods of teaching and learning. Learner can be more responsible in learning through cognitive learning and embrace communicative approach that can improve learner communication skills in the language.

On the other hand, integrating technology into EFL curriculum requires analysing the level of technology literacy of the students. Meaning that before conducting technology into classroom, teacher need to do research about their students ability in mastering technology itself. Kuznetsov et al (2020) stated in learning environment, teacher should be the one that being in a rich, informal, contextual, and ubiquitous which it is possible for students to control their learning and receive diverse multimodal authentic input with tailored instructive feedback is highly motivating. So, before conduct CALL into pedagogical, teachers need to capture the CALL in purpose of CALL in concept of digital building.

1.7.8 Multisensoriality vs Multimodality

1.7.8.1 Multisensoriality

As a new approach in language learning, the concept of multisensoriality recognizes that individuals have unique ways

of processing information. In language education, this approach goes beyond traditional methods by integrating sensory-rich activities that stimulate not only linguistic intelligence but also spatial, kinaesthetic, and interpersonal intelligences (Cosentino & Giannakos, 2023). Using multisensoriality in language instruction entails creating tasks that engage several senses at once. With the help of interactive games, role-playing activities, multimedia materials, and practical projects, teachers may help students develop a stronger bond with the language they are learning.

1.7.8.2 Multimodality

Human cognitive processing of a construct is made through various information channels that process information in different forms, including text, image, sound, gaze, etc. These various information media formats are called "modalities," and they all play distinct roles in the overall learning process as well as partially aid in sense-making (Lee et al., 2023). Therefore, education should consider the intensity of information provided to learners and based on which to aid student learning. Mention by Lee et al. (2023), there were some strategies to facilitate learning through the concept of modality. These are, such as:

- Multimedia, this principle supports using combined text, images, and audio for effective learning.
- Contiguity, this strategy makes people learn better when corresponding words and pictures are presented closely rather than separately.
- Modality, people learn better from graphics and narrations than from animation and on-screen text. This principle suggests that explaining visual material

via audio narration is more effective than text that competes for visual attention.

- Redundancy, it means that people will learn better from graphics and narration than graphics, narration, and on-screen text.
- Coherence, this principle advises against unnecessary content that does not directly support the learning objectives.
- Personalization, this principle makes people learn better when words are presented in a conversational rather than a formal style
- Segmentation, people learn better when a multimedia lesson is presented in user-paced segments rather than as a continuous unit
- Pre-training, it is a concept can improve understanding of the material.

1.7.8.3 Multisensoriality and Multimodality in ELT

Multisensoriality and multimodality are two distinct yet interconnected concepts in education, each contributing to a comprehensive learning experience. In order to improve learning, multisensoriality promotes using other senses, including touch, sight, and hearing. This method aims to provide a rich, multisensory environment that accommodates different learning styles while acknowledging the diversity of ways in which people acquire knowledge (Mason et al., 2019). Therefore, Salma (2023) mentioned that in learning activities, multisensory learning activate the right and the left hemisphere of brain makes students able to discover learning section and facilitate the differentiate learning styles.

On the other hand, multimodality broadens the possibilities by combining many communication modalities, including

visual, auditory, and kinaesthetic elements. This approach extends beyond the conventional dependence on written or spoken language and incorporates a wider range of communication instruments. Multimodality, which recognizes that students may have different preferences for how they interact with content, essentially takes into account the combination of various resources and means to transmit and comprehend information (Lee et al., 2023).

The focus of multisensoriality is on the sensory experiences involved in learning, while multimodality extends its reach to encompass a wider array of communicative modes. Both concepts share the goal of providing a more inclusive and effective learning environment, acknowledging the varied ways in which individuals perceive, process, and express information. In the realm of education, a thoughtful integration of both multisensoriality and multimodality can contribute to a holistic and engaging learning experience for students.

1.7.9 Heritage Education

Heritage education is the process that allows people to learn about their local cultural heritage (Mendoza et al., 2015). It is a dynamic and enriching process that empowers individuals to explore and understand their cultural roots, traditions, and ancestral legacy. This educational journey serves as a bridge between the past and the present, fostering a deep connection to one's heritage. By engaging in heritage education, individuals gain valuable insights into the customs, values, and historical contexts that have shaped their identity. Mendoza et al, (2015) also mentioned that heritage education considered as a pedagogical process in which people are able to learn about heritage assets and this learning process is focused not only on knowledge but recognition and importance given to social heritage. In this thesis paper, the cultural heritage maintaining by the writer is

about Burok as one of cultural heritage from East Cirebon. According to Maulana et al., (2021), Burok performance art is one of the processional arts that developed in the Cirebon Regency area and is most often used as art for circumcision ceremonies.

1.7.9.1 Burok Performance Arts

Considerate as one of the cultural heritages of Cirebon Regency, Burok Performance Arts plays a crucial role in the local community. Burok performance art is also seen as a repository of various philosophies of the Cirebonese people, known for their religious practices. Traditional arts in Cirebon are often influenced by Islamic concepts, and this is evident in Burok art, which represents the events of the Isra' Mi'raj, the celestial journey of Prophet Muhammad. Consequently, Burok art, in its early emergence, served as a means of spreading the Islamic faith and promoting the values of Islamic law. This highlights the integral role of Burok art in conveying the principles of Islam and its cultural significance within the Cirebon community. Therefore, Kurnia (2003, cited in Maulana et al., 2021) mentioned that burok art is not only present in Cirebon Regency but has also spread to the regions of Majalengka, Kuningan, Indramayu, and even as far as Central Java, specifically in Brebes Regency, such as Banjarharjo, Karang Suwung, and Ciledug.

Furthermore, these are some pictures of heritage education uses on this thesis paper taken by the author itself.



Figure 1.3 Burok Putri (Topeng Ayu) from East Cirebon



Figure 1.4 Singa Depok from East Cirebon



Figure 1.5 Kuda Lumping



Figure 1.6 Barongsai



Figure 1.7 The embodiment of Rahwana

1.7.10 Local Culture Integration into ELT Curriculum

The integration of local culture into the English Language Teaching (ELT) curriculum holds significant promise for fostering a more inclusive and culturally relevant educational experience. Recognizing the diverse linguistic and cultural backgrounds of students, incorporating elements of local culture into the curriculum enhances the relevance of English language learning. This approach not only provides students with language skills but also offers a deeper understanding of the cultural context in which the language is used. This is also in-line with definition derive by Alakrash et al., (2021), whose mentioned that potential instruction that stresses and

incorporates local culture into the curriculum is known as "local culture-based teaching and learning."

Formulating the application of local culture in the current education curriculum is considered a relatively new development and also triggers various other positive impacts. At present, Indonesia has implemented an independent curriculum where teachers are no longer bound by syllabi issued by the government. Instead, teachers have the freedom to create learning experiences by addressing the practical needs in the field. Therefore, the introduction of local culture or heritage education has become a new guideline in the field of English Language Teaching (ELT) to ensure that, in addition to learning a foreign language, students can also become acquainted with the cultural heritage around them. However, the above opinion is supported by a quote from the paper by A. P. Lian & Sussex (2018) that mention about how people will be importing from the English-speaking world, new linguistic, and inevitably, new cultural elements that will modify the natural linguistic and cultural landscapes of the region.

Learning and teaching culture must embrace it fundamentally and practically as a necessary component (Mohammed, 2020). Adding cultural issues as an inherent and natural part of language curriculum can influence to fill up the target learning of students and make them feel the emotions of how the culture is inherited to them through English language learning. A. P. Lian & Sussex (2018) mentioned on their paper that there are two step approach that involves in learning; the first is to make the external signals perceptible, in this case it gives students the learning section that different from those normally deal; the second one is to understandings of these newly-perceived signals in order to make students enable construct the new patterns of meaning that might include, and idea or a way of thinking.

Language means expression. Therefore, in order to help students bridge and overcome cultural gaps, second language teachers should focus more on the diversity of cultures, identify important cultural elements in every aspect when designing a language curriculum, and apply appropriate teaching strategies to learning activities (Mohammed, 2020). Furthermore, to developing language learning or teaching systems (here, through local culture), the framework proposed by A. P. Lian & Sussex (2018) suit with the line from expert above, however, these framework can be summarized as follows: respect the learners' meaning-making mechanisms; find ways of making the learners aware of the characteristics of the new signals; find ways of refining newly-perceived signals so as to make them usable.

Integrating culture into language learning settings could be achieved effectively and promptly. The approach that can be done to incorporate local culture into learning activities is by integrating it into the language curriculum, which is the influential boost for learning competence in the scope of the EFL (Ahmadi and Shah 2014). Besides, Estuarta et al. (2017) mentioned that students feel more excited and engaging more while learning English through cultural their resources are related to their culture. The direction in which the materials can advance language proficiency must also be taken into account when incorporating aspects of the local culture. Reading texts that are rooted in the local culture provides students with the vocabulary necessary to explain the topics they are familiar with. In this context, this paper will use the content of Burok Performance Arts as the cultural heritage planned to be approach in the English Language Teaching as the materials of it.

1.7.11 Reading for Emotion

Reading for Emotion is a new learning tool introduced by A.B, Lian (2017). This learning tool uses emotion in its approach.

According to Bumela, (2020), reading for emotions used as a tool to improve self-investigation skills that can be useful in reading and writing to students. Besides, this learning tool that proposed by A.B, Lian (2017) has six stages, those are:

1. Focus, part that commonly appeared on the beginning of the sentence (somehow called as hook).
2. Disturbance, raises the problem that consist in the story.
3. Dialogue, consist of dialogue interaction between one character and other in the story, somehow dialogue also can be define as the researchers' dialogue that consist on it.
4. Development, part that makes readers think about seeing the solution of problem that exist in the story.
5. Resolution, part that makes readers feel relieved since the problem or conflict which exist in the story has been resolved or found.
6. Moral, the part where the readers can draw lessons after finish reading/listening the story.

1.7.12 Artificial Intelligences (AI)

Technology has a role for helping human to work, live peacefully, and also to study. Therefore, there's one approach in technology peculiarly focus to help human beings, named Artificial Intelligences (AI). According to Sharma et al. (2020), Artificial Intelligence (AI) has become a transformative force across various domains, revolutionizing the way we interact with technology and process information. At its core, AI refers to machines or computer systems that can perform tasks that typically require human intelligence. In education, it has emerged as a powerful tool in shaping the landscape of education, offering innovative solutions to enhance the learning experience (Syathroh et al., 2021).

Artificial Intelligences contributes to the development of adaptive learning technologies that cater to diverse learning styles, ensuring that educational content is both engaging and accessible. Therefore,

this paper conducts digital learning resources audiobooks proposed by some AI for create texts into voices in order to making that audiobooks product. These AI are Text To Speech (T2S) and Speech Central.

1.7.12.1 Text to Speech

As an Artificial Intelligence which is use for convert texts into speech, the application of TTS or Text To Speech is highly useful and facilitates users in using the application. The offered features are free, allowing users to easily convert text into speech. The application also provides a variety of languages, not only Indonesian or English, as it supports various languages from around the world. Additionally, the availability of different accents is an added value in this application. In English, there are several accents to choose from, enabling users to customize and adapt to their specific needs.



Figure 1.8 Text To Speech (T2S) Application

1.7.12.2 Speech Central

Speech Central is a versatile text-to-speech (TTS) application available on both iOS and Android platforms, designed to convert written text into spoken words. The app offers a range of advantageous features, making it particularly useful for individuals with visual impairments or

those who prefer listening to content. The advantage is its ability to read content from various sources, including articles, documents, and eBooks, providing users with flexibility in their content consumption. Additionally, Speech Central may offer the convenience of reading web pages aloud, catering to users who prefer to listen to online articles or blog posts. The application likely supports multiple languages, enhancing its accessibility for users who want to listen to content in their preferred language.



Figure 1.9 Speech Central Application

1.7.13 Common European Framework of Reference for Languages (CEFR)

The CEFR (Common European Framework of Reference for Languages) is a widely recognized framework used to describe language proficiency levels in various European languages. It provides a standardized scale for assessing and comparing language skills. The CEFR divides language proficiency into six levels, ranging from A1 (beginner) to C2 (proficient). Here's an overview of each level:

1. A1 (Breakthrough): This is the basic level where learners can understand and use simple phrases and expressions related to personal information, daily routines, and immediate needs.

2. A2 (Waystage): At this level, learners can understand and communicate in familiar and routine situations, such as describing their background, family, and immediate environment.
3. B1 (Threshold): This level signifies an intermediate proficiency. Learners can handle most situations encountered while traveling or in a professional context. They can express opinions, describe experiences, and interact with native speakers.
4. B2 (Vantage): This level represents a more independent and confident language use. Learners can understand and express complex ideas, engage in discussions, and handle various types of texts, including those related to specific fields of interest.
5. C1 (Effective Operational Proficiency): At this level, learners have advanced proficiency and can understand demanding texts, participate in academic or professional discussions, and express themselves fluently and spontaneously.
6. C2 (Mastery): This is the highest level of language proficiency. Learners at this level have near-native competence and can understand and produce complex texts, engage in nuanced discussions, and use the language effectively in any context.

1.7.14 Audiobooks

There are four basic skills in English Language Learning that every language learner should know and learn. They are listening, speaking, reading, and writing. These skills are important in mastering a language, but in acquiring a language, it all started with listening. According to Hamouda (2013 cited in Tsiqah & Arini, 2022) also shows that EFL learners have crucial problems in listening comprehension because they are only focuses on grammar and vocabulary.

Audiobooks may have a big focus on listening, since it's related with the audio or somehow known as how we hear a sound. Therefore, on their study, (A.-P. Lian et al., 2017) stated that students' poor

performance in listening comprehension is complex. Some students attribute this to their own supposed low ability in listening, some attribute this to the difficulty of the listening tasks themselves and listening materials, but little attention has been given to affective factors, such as anxiety, personality, self-confidence, motivation, etc. Therefore, this study aims to focus on students' listening anxiety and investigate its relationship to their listening performance.

The educational process in America can be a good example of how it is much more advanced than the one in Indonesia. Diora and Rosa (2020), for example, report that the main materials used in the listening course at English Department of Universitas Negeri Padang are derived from printed textbooks. The resources of listening should change from prints into digital copy, such as audiobooks, since it is one of the ways for academic component to grow and advanced forward. Lastly, utilizing audiobooks can advance on many levels of proficiency, and many types of materials. These would make writing or discussing audiobooks all-around interesting and exciting.

Definition of audiobooks comes from "Books for the Adult Blind Project", it was the first introduction of audiobooks that was created in 1931, that went with the name of "talking book". It's not until the year 1970 the term "audiobook" was used (Assiddiqhi & Rosa, 2021). In this modern era, teaching and learning should abandon traditional aspects of learning material method and shift to digital media. Serafini (2004) mentioned that as a dominant literacy tool and one of the most essential resources, audiobooks might construct learners' language skills and enable to enhancing literacy among users.

According to (Assiddiqhi & Rosa, 2021), there are several advantages to implementing audiobooks in the learning process. Therefore, thus advantages such as 1) Audiobooks assist teacher to help students understand the topic they are getting into by establishing a situation; 2) Audiobooks could be the imperative materials that

should be used by students in an EFL classroom. Besides, Richardson (2018) also stated that required audiobooks was delivered auditorily in the classroom that can engage students to feel more connected to the material. Audiobooks facilitate teacher with many choices of topic, and many ways of teaching. In line with the idea, O'Day (2022) mention two advantages of it which stated that audiobooks support students to recognize the confidence to actively reading by themselves and since utilizing audiobooks does not require a live speaker to operate, students can be more independent in learning.

1.8 Previous Research

Based on research from Assiddiqhi & Rosa (2021), The development of technology should be followed by all aspects of human life, including education. One of the possibilities of adapting technology development in education is by designing digital learning materials. The aim of this paper is to discuss the ways of using audiobooks as a better replacement material to be used in an EFL Classroom. Many students feel difficulties in listening, like problems in their listening comprehension, having a hard time pronouncing words, and make the connection between what they listen to and what they have already known because they are unable to accurately comprehend spoken materials. Audiobooks give a solution to these complications by presenting them with a native speaker illustration, giving students the proper pronunciation of words. Overall, audiobooks are suitable for enhancing students' listening comprehension capability and diminishing the fossilized problems they have been carried for so long.

The other research from Imawan & Ashadi (2019) whose conduct the study entitled "Audiobooks for Assisting EFL Students in Reading Independently". This research focus in developing EFL students' reading skill so that they can recall the main points of a text, answer literal and/or inferential questions, and even complete the actual reading of the text. Yet, those mainly have to involve the presence of a teacher or tutor for

monitoring whereas students should be trained to be independent in reading. By reviewing related literature, this article is suggesting to use 'Audiobook' to assist EFL students in reading independently. This article describes how the teaching of reading for EFL students, and how audiobooks can contribute to it. This all finally come with a conclusion that audiobook definitely can assist EFL in students in reading independently that later will supportively develop their reading skill and language competence besides their listening skill itself.

The other study is a thesis from Azizah (2023) whose talking about audiobooks, but also create a digital learning resources product to embody the use of audiobooks in the EFL Classroom. This thesis study has a title "Developing a CEFR-Based Audiobooks For High School Learners of English in Kuningan". Unlike the other study, this study comrade all the contexts of new paradigm in language learning. By using R&D as the methodology of this research, it is contained with how these products will be developed and how it is delivered to the students and teacher by conduct interviews and questionnaires to gaining the data. Besides, this study developed by using Kuningan folklore as the content for the audiobooks to support learning process with CEFR Level to diversity of learning. The results of this study showed that teachers expressed readiness to implement this new pedagogy, limited opportunities, and support school environments pose challenges.

The fifth study is a thesis from Salma (2023) entitled "Developing a CEFR-Based Digital Multisensorial Reading Activities for Middle School in Cirebon" which talked about the creative process and characteristics of digital multisensorial that developed by the researcher to help students' learn and improve the pedagogical aspects by transforming it using CEFR based for middle school in Cirebon. Therefore, the creative process applied in middle school in Cirebon seems too fast since it's facing some difficulties. However, the researcher of this study come to enjoy and

get used for the challenges faces and hoping that it would be such a great experience for her to be experienced.

1.9 Frame of Thought

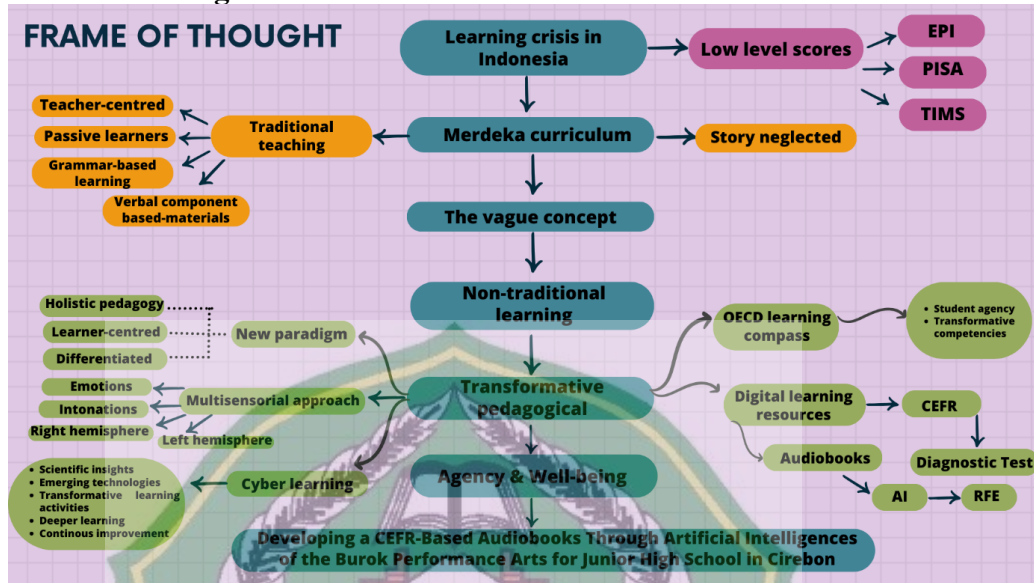


Figure 1.10 Frame of Thought

1.10 Research Method

To derive results on research, identify the research method are essential. The research method itself deals with how the researcher solve the problems that exists. However, it also deals with the way the research conducted.

1.10.1 Research Design and Steps of the Research

In this study, researcher used qualitative as the research method of it to collect data, analyze the data, interpret it, and draw conclusion from the data itself. Therefore, qualitative research means a holistic method that often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes (I. A. Rahman & Iwan, 2019). Besides, Nassaji (2015), has categorized an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.

Furthermore, the design of this research used R&D or Research and Development technique by OECD Frascati Manual 2015 which stated that Research and Development (R&D) comprise creative and systematic work undertaken in order to increase the stock of knowledge, including knowledge of human kind, culture and society, and to devise new applications of available knowledge (OECD, 2015). In an R&D research, for an activity to be an R&D activity, it needs to secure five criteria, there are:

- **Novel**, the word novel here means as novelty which has means to be aimed at new findings. As stated on OECD Frascati Manual 2015, new knowledge is an expected objective of an R&D project, but it has to be adapted to different contexts and novelty is a result from a project that related to the design of new products and processes which should be included in R&D.
- **Creative**, An R&D project must have as an objective new concepts or ideas that improve on existing knowledge. The word creative, based on OECD Frascati Manual 2015 has an acronym as to be based on original, not obvious, concepts and hypotheses. It means that an R&D activity should require a new method to fix a problem, developed as part of a project, could be R&D if the outcome is original and the other criteria are met.
- **Uncertain** (to be uncertain about the final outcome), R&D activity involves uncertainty, which has multiple dimensions. At the outset of an R&D project, the kind of outcome and the cost (including time allocation) cannot be precisely determined relative to the goals. For R&D in general, there is uncertainty about the costs, or time, needed to achieve the expected results, as well as about whether its objectives can be achieved to any degree at all.
- **Systematic** (to be planned and budgeted), In this context the meaning of systematic in R&D activity is conducted in a planned way, with records kept of both the process followed and the

outcome which has been in-line with the purpose of the R&D project and the sources of funding as the R&D performed should be identified (OECD Frascati Manual, 2015).

- **Transferable/Producible**, it means that it is lead to results that could be possibly reproduced. In an R&D activity, a successful R&D project should have the capacity to transfer newly acquired knowledge, guarantee its application, and enable other researchers to replicate the findings for use in their own R&D activities.

1.10.2 Source and Types of Data

The source and types of data from this research are teachers, students, and document analysis from journaling/thesis/or any other resources from internet. In research, data has an important role to obligate and authenticate the issue which is being investigated. Therefore, there are two data conduct in research, it is primary data and secondary data. Sembiring et.al (2021) has divided data into two ways:

1. Primary Data

Primary data is data that collected again and originally created. The word primary here means that source of data comes from the main object or subject research and collected without getting investigated more. In this study, the primary data collected by interviews and questionnaires.

2. Secondary Data

Secondary data is data collected from other sources. It means that the researcher does not directly feel the research subject or object. The use of secondary data is to complete the primary data and make the data from this research complete each other. Therefore, this research secondary data is derived from the analysis of CEFR development, Artificial Intelligences uses, and reading for emotion tools.

1.10.3 Data Collection Technique and Instrument

Data collection could be derived from a number of techniques, tool, or methods. To collect the data from the research, the researcher need to choose the suitable one of thus that would provide for testing hypothesis or achieving the objectives of the topic under investigation (Rutberg & Bouikidis, 2018). In this study, the researcher obtained the data by doing interview to the teacher and giving the questionnaire for students in order to know how their experiences using audiobooks in the pedagogical activities. The results of obtaining data by using interview will be a transcript containing the answer from the teacher as the subject interviews. Beyond interviews and questionnaires, the researcher also will use literature review to obtain the data by analysing journal or other resources.

1.10.4 Data Analysis Technique

Qualitative research is conducted in the presence of limited research on a particular topic, and descriptive narratives have the potential to provide detailed information regarding this particular area. In this study, the data analyzed by using thematic analysis which has a meaning of a process of identifying patterns or themes in qualitative data (Maguire, 2017). Therefore, according to Alhojailan (2012), this analysis used to analyzed or identify classifications and present themes (patterns) related to the data. Braun and Clarke (2006) also define six steps in thematic analysis, thus are: familiar with the data, generate initial codes, search for themes, review themes, define themes, and write up.

1.10.4.1 Document Analysis

Document analysis is a qualitative research method that involves the systematic examination of textual, visual, or recorded materials to extract meaningful insights and patterns. These materials can encompass a wide range, including historical records, policy documents, organizational reports, literature, images, and digital records (Corbin & Strauss, 2014). The process of document

analysis entails the careful collection of relevant documents, a thorough review to understand context and content, and the systematic coding and categorization of information within these documents. By identifying patterns and trends, researchers can draw meaningful conclusions, providing valuable context and depth to the understanding of the research topic. Document analysis is particularly useful when exploring existing records or materials that offer historical, contextual, or organizational perspectives.

1.10.4.2 Thematic Analysis

Thematic analysis is a qualitative research method designed to uncover and interpret patterns or themes within textual or visual data. This approach is versatile and can be applied to various data types, such as interviews, focus groups, surveys, and other qualitative materials (Neundorf, 2018). The process begins with the researcher becoming familiar with the data through repeated readings, followed by the generation of initial codes to capture key concepts. These codes are then organized into potential themes based on similarities and relationships. Through iterative review and refinement, the researcher identifies coherent and distinct themes, each of which is defined, named, and supported with illustrative examples. Thematic analysis offers a structured yet flexible approach to deriving meaningful interpretations from qualitative data, contributing to a nuanced understanding of the research question.

1.11 Research Timeline

| No | Activities | Time Calculation | | | |
|----|--------------------------|------------------|---------|----------|-------|
| | | December | January | February | March |
| 1 | Applying proposal | | | | |
| 2 | Proposal seminar | | | | |
| 3 | Conducting data | | | | |
| 4 | Collecting data | | | | |
| 5 | Analyzing data | | | | |
| 6 | Finishing thesis writing | | | | |

Table 1.1 Research Timeline

