CHAPTER I

INTRODUCTION

1.1 Background of The Research

In Indonesia, problems with implementing the school curriculum are a major concern and continue to affect the country's learning crisis. While designing a new curriculum is generally seen as positive, its success depends on how well it is put into practice. Therefore, what matters most is not the change in the curriculum itself, but how it is carried out (Alwasilah 2014). In various assessment rankings like the Education Performance Index (EPI), Trends in International Mathematics and Science Study (TIMSS), and Programme for International Student Assessment (PISA), Indonesia consistently scores low. This shows that the education system is failing to provide effective learning.
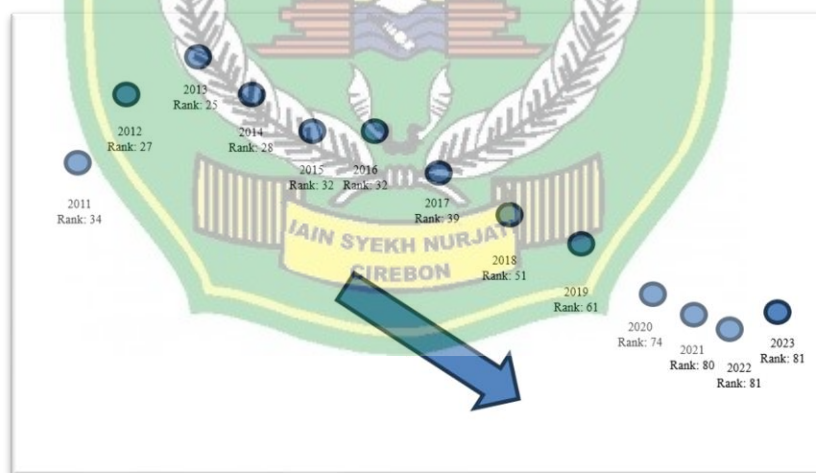

Figure 1. 1 English Proficiency Index in Indonesia

The learning crisis in Indonesia, shown by the low results in EPI, TIMSS, and PISA, is mainly due to a weak school curriculum. The heavy reliance on traditional teaching methods, where teachers give information and students just receive it, has made the education system rigid. Many schools in Indonesia do not have enough resources, and the curriculum lacks

proper funding and development. Moreover, many teachers have low English skills and are not well-trained in curriculum design (Bumela, 2023).
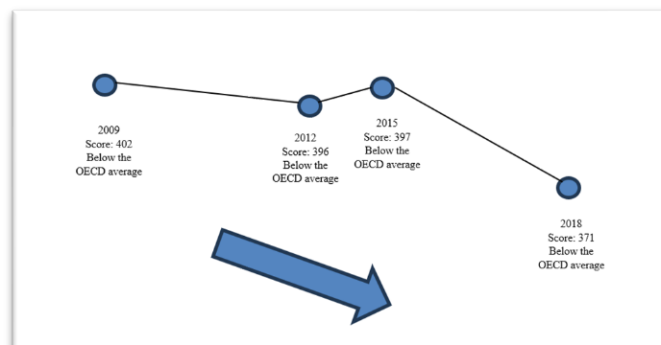

Figure 1. 2 PISA Scores in Indonesia

Ellen's 2023 study shows that many schools are still not using digital learning media, which could affect the effective implementation of the Emancipated Curriculum. Traditional learning methods still dominate, which does not match modern demands that require students to think critically, collaborate, and innovate. Teachers often stick to old routines, limited by resources and lacking training in better teaching methods.

One subject heavily impacted by this lack of innovation is English. Students' poor English skills hinder their global competitiveness. Therefore, new methods of teaching English are urgently needed. Learning should focus more on students, encouraging creativity and real-world application of knowledge. A. Lian and Pineda (2014) highlight the importance of learners creating their own personal learning networks, which can adapt to their needs. Innovations in English education are key to overcoming these challenges and preparing students for global competition.

To move away from traditional teaching, it is essential to use technology for varied learning experiences in English as a Foreign Language (EFL). English education should also focus on aspects important for human development (Indriyani, 2023). Research by Damasio and Immordino-Yang in 2007, and by Immordino-Yang in 2009, shows that emotions are fundamental to understanding the world. Emotions shape our life experiences. A.B. Lian's 2017 "Reading for Emotions" approach uses

emotions as a central element in learning. Innovations in English education, like technology, situational simulations, and project-based learning, can help students develop language skills more effectively. This prepares students for a global workforce.

Based on this, the research titled "Developing a CEFR-based Story Book for Middle School Students: Exploring The Golden Age of Islamic Scientific Discovery" uses an emotional approach, focusing on reading for emotions with historical material. This research uses findings from Islamic scientists, which have not been widely discussed before. It aims to make learning English more engaging by using examples from the golden age of Islam. Through innovations in English education, Indonesia can overcome its learning crisis. By focusing on evaluation results like EPI, TIMSS, and PISA, and using innovative solutions, Indonesia can build a stronger educational foundation for a better future.

1.2 Identification of Phenomenon

Based on the background, it is evident that many children in Indonesia are experiencing a learning crisis, especially after the pandemic. English teachers in schools still use traditional pedagogy, focusing on grammar, vocabulary, and other similar aspects. This approach is characterized by; Teacher-centeredness, Monomodal learning materials, Grammar-based learning, Lack of learning tools to activate brain-compatible learning. Given these issues, researchers conducted a study to develop digital learning resources using different approaches.

1.3 Delimitations and focus of the study.

This research only focuses on two points. First, Describing the needs the history book product developed to promote non-traditional or differentiated learning. Second, describing what are the strategies and processes involved in the implementation of the history book product in middle school classrooms.

1.4 Research Questions

1. How is learning english through Storybook viewed from a need analysis perspective?
2. What is the process involved in developing a history book tailored to support a new approach in teaching English?

1.5 Aims of The Research

1. Describing how learning english trough Storybook is viewed from a need analysis perspective.
2. Describing What is the process involved in developing a history book tailored to support a new approach in teaching English.

1.6 Significance of the resesarch

This research is expected to make a significant contribution by enriching understanding regarding English language learning through storytelling approaches and the development process of relevant materials. For English language teachers, this research can provide new insights into designing engaging and effective learning experiences. Furthermore, for future research, the findings of this study can serve as a foundation for further exploration into innovative and impactful English language teaching methodologies.

1.6.1 English Language Teacher English

Researcher hopes that this research can be continued with the aim of continuing and creating innovations regarding new pedagogy in English language learning, namely brain compatible learning by utilizing existing technology and existing materials in carrying out differentiated learning and student-centered learning. As we know, as teachers, we must have the ability to innovate by creating learning using new approaches.

1.6.2 Future Research

For further research, the researcher hopes that this research can be continued with the aim of continuing and creating innovations regarding new pedagogy in English language learning. As we know, we as teachers, we must have the ability to innovate by creating learning using new approaches, namely brain compatible learning by utilizing technology to create new innovations for English language learning.

1.7 Theoritical Foundation

1.7.1 Learning Resources

Learning resources or learning sources are important components and play a crucial role in improving the quality of education. Educators must utilize these learning resources in

teaching. To ensure optimal utilization, educators need to be empowered. Training should be conducted to equip educators with the skills and abilities to utilize learning resources effectively (Samsinar, 2019). Educators as learning managers need to design learning to be easier, faster, and more enjoyable (Dwiyogo, 2018). The development of science and technology requires schools to prepare and develop learning resources for teachers in the learning process at school (Samsinar, 2019).

Mark Van Doren once said that teaching is about helping others discover. This idea is especially relevant for digital learning resources, which can help students explore and learn on their own. Instead of just receiving information passively, students can interact with digital tools, experiment with ideas, and build their own understanding. Teachers' roles are to guide and support this process, helping students understand and providing feedback. Ultimately, digital learning resources aim to empower students to become independent learners who can discover new knowledge on their own.

1.7.4 Learning through Story

Neurosciences are indicated to have a positive influence on learning where brain science changes and improves teacher practice. In Indonesia, research on neuroscience in English language learning is still relatively low. Storytelling goes beyond cultural differences and is a keyway to share and understand information. Stories capture attention, inspire, and connect with people. They use different parts of the brain, making it easier to understand and remember information. Stories give context, offer relatable examples, and create emotional connections. Emotionally powerful stories are memorable and make learning more effective by turning abstract ideas into clear, lasting memories.
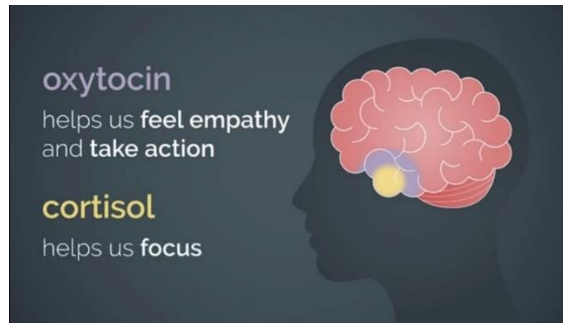
Figure 1. 3 Story in our brain (source: peopleproductions.com)

From the PeopleProduction YouTube channel, we learn that our brain releases two hormones, oxytocin and cortisol, when we enjoy an interesting story. Helyanti (2022) explains that two changes happen in our brain: the neural structure and the chemical composition of the brain both changes. When we get information directly, only two parts of the brain are active: the ones responsible for translating and understanding language. But when we follow a story, brain activity increases up to five times, engaging areas like the motor cortex, emotional processing, and visual imagination. This makes us more involved in the story and more likely to remember it.

Fletcher (2021) explains that modern neuroscience shows our brains are mainly narrative. Damasio and Immordino-Yang (2007) and Immordino-Yang (2009) say emotions are essential for humans to understand the world, structuring our experiences. Damasio (1995) highlights this with the phrase, "I feel therefore I am." Lian (2017) found that students need to understand the emotional meaning of language structures, not just vocabulary or grammar. Reading and hearing stories activate more of the brain, helping people focus on and remember the story better (Quantified, 2018).

Emotions shape human thinking and decision-making. Understanding and using emotions greatly impact learning. Emotionally charged environments boost motivation, engagement, and memory. Positive emotions encourage exploration and participation, while addressing negative emotions offers chances for reflection. Recognizing the link between emotions and learning

highlights the need for supportive, emotionally intelligent educational settings. This calls for integrating emotional intelligence into teaching methods for better learning experiences. According to neuroscience (Damasio & Immordino-Yang, 2007), the brain structures that organize our social behavior are built on older emotional structures.
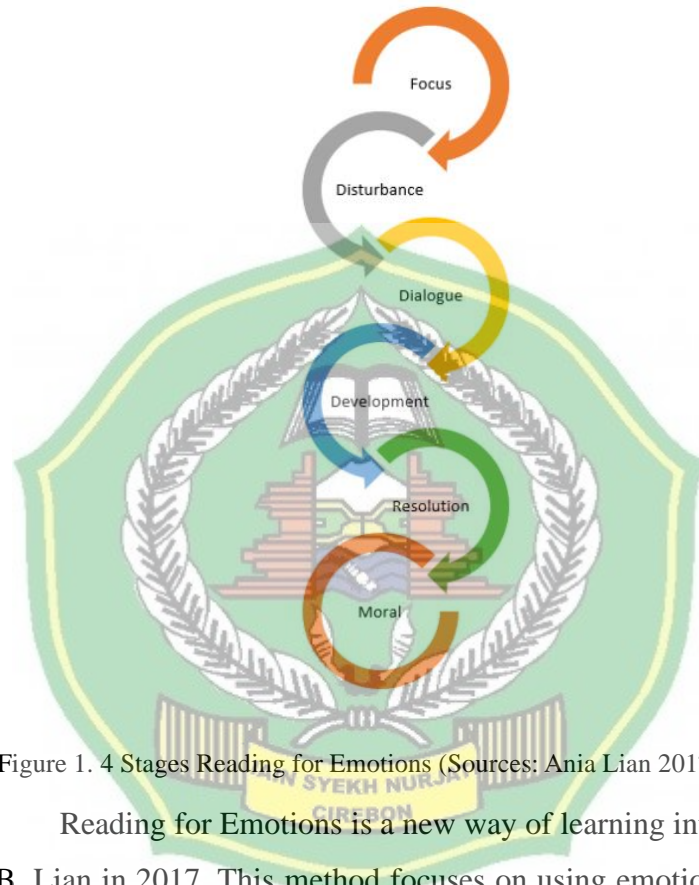

Figure 1. 4 Stages Reading for Emotions (Sources: Ania Lian 2017)

Reading for Emotions is a new way of learning introduced by A.B. Lian in 2017. This method focuses on using emotions as a key part of learning. The idea comes from studies by Damasio and Immordino-Yang in 2007 and Immordino-Yang in 2009, which show that emotions are basic elements that help humans understand the world. Emotions shape our life experiences and are fundamental to our self-awareness. The principle behind this is "I feel, therefore I am" (Damasio, 1995).

Sudimantara (2021) explains that there are six parts in the Reading for Emotions model: Focus, which is the main point of the text; Disturbance, which introduces a change in emotions or a surprising event; Dialogue, where different views on the Disturbance

are given; Development, which shows what happens because of the Disturbance; Resolution, which is how the problem is solved; and Moral, which is the lesson learned from the difference between the Focus and the Disturbance.

1.7.3 Storybook Exploring the Story in Golden Age

A storybook is a combination of two English words: "story," meaning tale, and "book," meaning a bound collection of pages. It represents a medium that combines storytelling with the format of a book. Storybooks are typically used to deliver narratives to children in an engaging and understandable way. According to Mitchell (Mitchell, Waterbury, & Casement, 2003:87), a storybook is defined as a book featuring both pictures and text in close relation, where each complements the other in conveying a narrative.

The Islamic Golden Age, known for advancements in science, philosophy, and literature, offers insights into effective learning and knowledge dissemination. Scholars during this period emphasized curiosity, critical thinking, and interdisciplinary collaboration, fostering innovation. Integrating intellectual pursuits with Islamic principles showcases the compatibility of faith and reason. Drawing wisdom from this era reminds us of holistic education, where spiritual, intellectual, and ethical dimensions intertwine. This foundation encourages exploring historical contexts to inform modern educational practices and understand human development comprehensively.

Stories (narrative texts) have long been a means of learning about human life for centuries; stories allow humans to learn to survive (Fletcher, 2021). Handy (2021) stated that studying history is learning about humanity in all its aspects. Studying history gives birth to awareness about the nature of the development of culture and human civilization. During the prosperous era of the Abbasids, science witnessed rapid advancements. Various fields such as philosophy, medicine, astronomy, pharmacy, geography, history, and

languages flourished (Gunawan, 2019). The Islamic scientists of the Golden Age provide valuable lessons in the pursuit of knowledge, interdisciplinary thinking, critical analysis, collaboration, cultural exchange, and practical application of knowledge.

1.8 Previous Study

There are several studies conducted by experts before this research which have a similar context. For example, research conducted by Sudimantara, L.B (2021), and Previously, A.-B Lian (2020)

Research conducted by Sudimantara, L.B. conducted in 2021 and entitled "Transformative Learning and Student Agency in Academic Writing in the English Language Teacher Education undergraduate program in Indonesia." The aim of this research is to develop a new pedagogy with multisensorial load reduction strategies that activate nonverbal language components such as rhythm, intonation, movement, emotion, and aesthetics. This component is processed first in the right brain, which then becomes the basis for processing grammar in the left brain. The results of this research show that the experimental group experienced a very significant increase in learning.

Previously, A.-B Lian (2020) conducted research entitled "Team Teaching with Overseas Partners in the Days of the 'New Normal': A Better Way to Introduce Innovation and Build Local Expertise." The study reports on three research projects aimed at addressing educational barriers in Southeast Asia. In this paper, the context for the successful use of interdisciplinary learning, with technology as a support for student learning, is explained. The study also includes suggestions for improvement through learning approaches such as "Reading for Emotion" "Verbotonal," and "Aesthetic."

The next is Puspita, D. (2022). Building criticality: using narrative text as a source of reflective teaching and learning. Unpublished undergraduate thesis. IAIN Syekh Nurjati Cirebon, Indonesia. it focuses on how narrative texts can become a critical and reflective source of learning and teaching by observing the entire learning process of

narrative text analysis using the Reading for Emotion tool that the researchers carried out through reflective and critical experiences when doing modules. It focuses on how a critical and reflective approach to narrative text can be reflected in the module and on how teachers view their reflective and critical experiences when using Reading for Emotion to analyze and re-create texts.

Jayanti, F., & Sudimantara, L. B. (2023). Digital Storytelling Resources for Critical Listening: A CEFR-Based Approach for Middle Schoolers. In this research, the characterization results of the creative processes are the creation of a product prototype, namely digital storytelling resources for critical listening based on CEFR. The use of digital storytelling resources for critical listening is focused on making learning fun with story rather than relying on memorization of grammar and vocabulary and also to rebuild the confidence of middle school students' in learning English by emphasizing critical listening. By engaging critical listening, we can develop a deeper understanding of different perspectives, opinions, and ideas.

Indriyani, S. (2023). Incorporating CEFR Principles in the Development of a Hypertext Poetry Learning Platform for High School Students. The study shows the importance of poetry and literature in English language learning, as proven by Zeman, A., Milton, F., Smith, A., & Rylance, R. (2015) that poetry precedes prose and it is a knowledge management system in the world. The study employed a research and development design to demonstrate the collaboration of using pedagogy, technology, and CEFR to create innovative learning resources that shift students' mindsets and also build the students' engagement in learning English.

Ayuningtiyas, R (2023). Developing A Cefr-Based Animation For Holistic English Literacy Learning For Middle School Students In Cirebon. In this research, the investigator assumed the role of a curriculum engineer. The outcomes reveal that the development of multimodal and multisensorial digital learning resources has

significantly influenced the perspectives of both students and teachers regarding the learning process. This has led to an increased interest in learning English among students, and teachers have acknowledged the potential of digital resources to enhance student literacy levels in a more flexible manner. Teachers are now recognizing the importance of constructing effective pedagogy, emphasizing its crucial role in learning and fostering a better understanding of how to engage students in English learning. The researchers anticipate that the product prototype can serve as an effective learning tool, contributing to an enhancement in students' literacy levels. While there are still few researchers prioritizing literacy in the learning process, the hope is that future researchers will explore more innovations to further increase students' literacy levels.

Maryati, R. Developing A-Cefr Based Digital Writing Resources of Expository Text For High School Students In Cirebon. The entire creative research process has empowered the researcher in exercising my role as a teacher. The researcher expanded the range of expository texts aligned with the CEFR and readability scores, receiving positive feedback from both students and teachers. However, the findings underscore the importance of additional support and training to assist educators in transitioning from traditional to digital learning environments. Ultimately, this study offers valuable insights for future researchers and educators aiming to integrate technology into language learning and foster innovation within school systems. This is particularly relevant in the context of Kurikulum Merdeka's emphasis on differentiated and holistic learning.

Sudimantara, L. B. (2023). Perspectives And Experiences of Indonesian Pre-Service English Teachers In Developing Digital Learning Resources. The study reveals significant challenges encountered by pre-service English teachers in Indonesia when it comes to developing and using digital resources. These obstacles encompass restricted access to technology, resistance from schools towards

adopting digital learning methods, and students' insufficient proficiency in English. Despite these limitations, pre-service teachers generally express satisfaction and confidence in creating digital learning materials aligned with the Emancipated Curriculum. They also acknowledge the value of digital technology in improving the teaching and learning processes. In summary, the research emphasizes the crucial necessity of equipping pre-service English teachers in Indonesia with the essential skills and knowledge to navigate the digital age adeptly and function as proficient curriculum engineers. This underscores the importance of targeted interventions and professional development programs to address identified challenges and empower teachers to effectively integrate digital resources into their instructional practices.

1.9 Frame of Thought
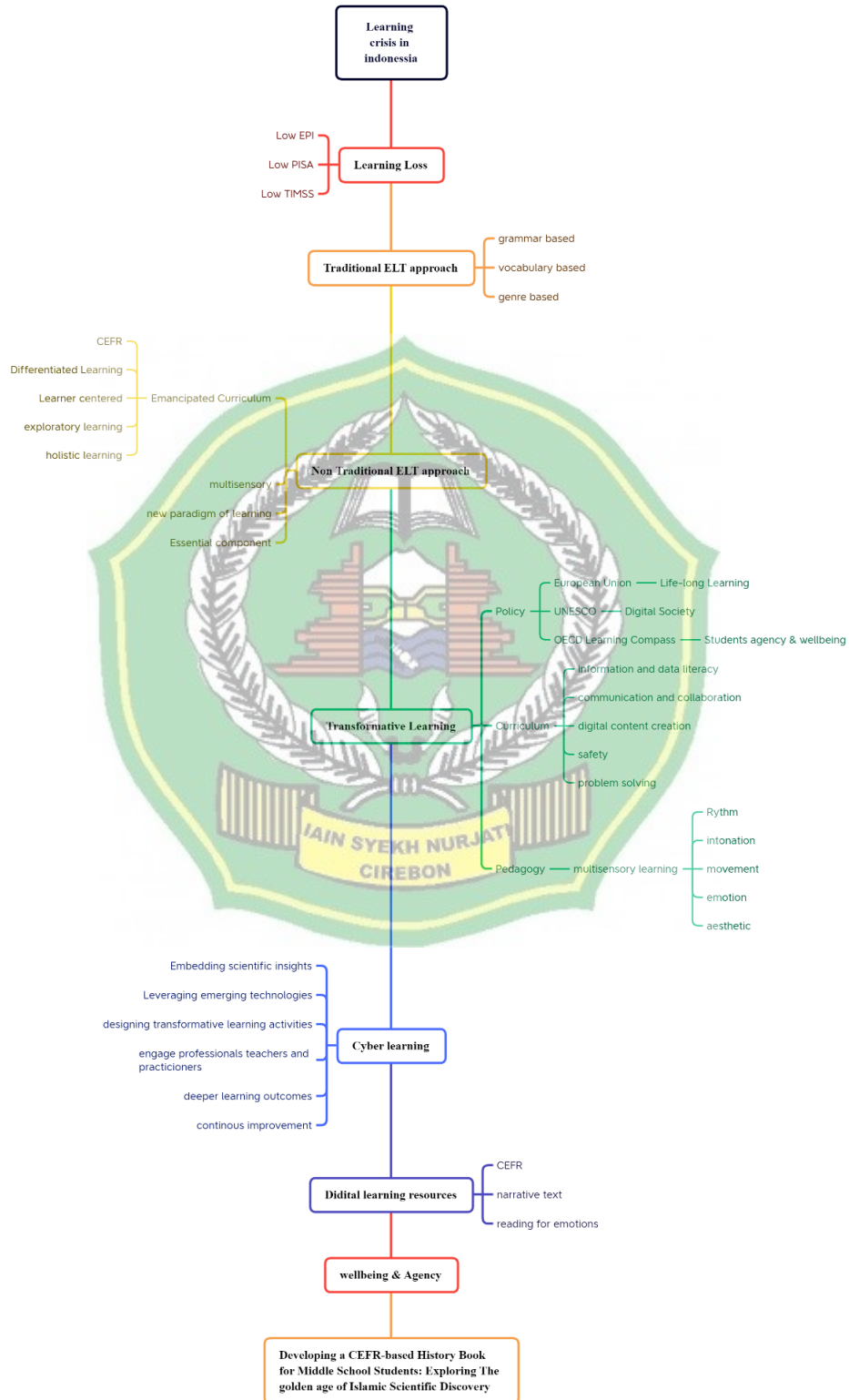
1.10 Research Method

1.10.1 Research design and Steps of the Research

In this research, a qualitative approach was used. Alwasilah (2012) describes the key features of a qualitative approach, such as understanding meaning, recognizing specific contexts, exploring natural identities, and finding unexpected influences, which lead to grounded explanations. The study also used the Research and Development (R&D) method. According to Alwasilah (2012), R&D activities can aim for specific or general goals and focus on creating new findings based on original ideas or hypotheses (OECD 2015). In education, R&D methods help researchers create, innovate, and validate educational products.

This research uses the ADDIE model, developed by Dicky and Carry (1996), to design learning media (Endang, 2011). ADDIE has five development steps: analysis, design, development, implementation, and evaluation. In the analysis step, the researcher examines the problem, student characteristics, and student abilities. Then, they analyze the competence and instructional content to be included in the learning media. After analysis, the design stage involves creating the learning media plan. In the development stage, the researcher creates the designed learning media. Finally, the implementation and evaluation stages involve testing the media with students and making necessary revisions based on feedback.

1.10.2 Sources and types of data

1.10.2.1 Primary data

The data gathered is qualitative. The questionnaire is carefully designed to get detailed answers that give insights into the specific needs for developing a history book that fits the CEFR framework. This qualitative data aims to capture a variety of

perspectives, offering a complete understanding of the requirements found in the literature and journals.

1.10.2.2 Secondary data

For second research question, the data is also qualitative. It includes descriptions of the process and self-documentation, which capture rich, detailed information about the development journey. This qualitative data consists of narratives, reflections, and observations that help understand the complexities of creating a history book for the new approach in teaching English.

1.10.3 Data Collection Techniques and Instruments

1.10.3.1 Questionaire

The technique employed for data collection revolves around the distribution of the questionnaire. This involves systematically disseminating the questionnaire to selected respondents who possess relevant insights into the development of history books within the context of English language teaching in Indonesia. The distribution process ensures a diverse and representative pool of responses, enriching the dataset with a broad spectrum of perspectives. The technique prioritizes a structured approach to gathering qualitative data that directly addresses the research question.

1.10.3.2 Literature Review

Literature and journal exploration involve an in-depth investigation into existing scholarly works that discuss the development process of history books within the specified context. This exploration enriches the research with theoretical insights and best practices. Self-documentation occurs through the researcher's systematic recording of personal experiences, challenges faced, and successes achieved throughout the hands-on process of developing the history book. These reflective notes contribute a unique perspective to the dataset.

1.10.4 Data Analysis Techniques

1.10.4.1 Qualitative Descriptive Analysis

The data analysis technique employed for the first research question is qualitative analysis. This involves systematically examining and interpreting the qualitative data obtained through the questionnaire responses. The analysis aims to identify patterns, recurring themes, and nuanced insights related to the development needs of a CEFR-based history book. By applying qualitative analysis methods, the research endeavors to extract meaningful and contextually rich information that aligns with the goals of the study. The qualitative analysis approach ensures a depth of understanding in addressing the research question.

For the second research question, qualitative analysis is applied to systematically analyze the rich narratives and reflections obtained from the process description and self-documentation. This analysis aims to uncover patterns, challenges, and successes within the development process. Grounded theory is then utilized to develop theoretical findings from these qualitative insights, contributing to a deeper understanding of the processes involved in creating an innovative history book for English language learning in Indonesia. The combined use of these techniques ensures a comprehensive exploration of the research question.

1.11 Research Timeline

Table 1.1 Research Timeline

No	Activities	Times				
		November	December	January	February	March
1	Applying Proposal					
2	Proposal Seminar					
3	Conducting					

	Research		■			
4	Collecting Data .			■		
5	Analyzing Data				■	
6	Finishing Thesis Writing					■