

CHAPTER I

INTRODUCTION

1.1 Background of the Research

One of the most crucial factors in schooling is literacy. Reading habits and knowledge expansion among citizens have a significant impact on the quality of schooling in a nation. Hasibuan (2020) despite undergoing multiple revisions of its educational curriculum, the anticipated enhancements in the quality of English language instruction in Indonesia have not materialized as expected, as evident in the concerning trend reflected by Indonesia's English Proficiency Index (EPI), which has demonstrated a consistent and disheartening decline year after year (Sudimantara, 2021). Between 2017 and 2022, students in Indonesia have displayed a relatively poor average performance on the Indonesian English Proficiency Index. Visual data shows that in 2017, Indonesia was positioned 39th out of 80 countries with a score of 515. In 2021, Indonesia dropped to the 80th position out of 112 countries, scoring 466 points. In 2022, Indonesia maintained a low ranking, securing the 81st position out of 111 nations and achieving a score of 469. This demonstrates an increase in proficiency but also reflects a decline in enthusiasm for reading within our country (Jayanti & Sudimantara, 2023).

Over the years, Indonesia has undergone four significant changes in its educational curriculum. The government announces that the public education program will be subject to an audit in 2024 and assessments during the period of learning recovery (Supriyono, 2022). Rafi & Farisi (2023) state an effort to shift higher education from content providers to environments that support transformative learning objectives that broaden students' perspectives on the world and themselves in it, the Indonesian government introduced the new Indonesian Qualifications Framework and national education standards. Subsequently, in another substantial modification occurred with the pedagogical methods used for teaching English and placing a strong emphasis on the analysis and comprehension of various textual

genres. Nevertheless, the genre-based approach has faced criticism for being teacher-centric and limiting the space for fostering creativity and student (Sudimantara, 2021).

The Merdeka curriculum, which presently serves as Indonesia's latest educational framework. This strategy emphasizes the role of teachers at the school level as curriculum designers and engineers, with a particular emphasis on encouraging learning flexibility (Kemendikbudristek, 2022). To achieve this goal, digital technology must be integrated into the learning process and it is rooted in the CEFR. (Common European Framework of Reference for Languages).

Lian (2018) state the truth is that old methods are still used to teach English today. Many English teachers only have rudimentary understanding of the CEFR and do not include it into the teaching process. The necessity for customized learning since every student has a varied level of English proficiency makes it imperative that teachers understand the CEFR. Lian, A. B., Bodnarchuk, A., Lian, A. P., & Napiza (2017) discrepancy arises from a notable deficiency in English teachers' knowledge and understanding of the CEFR, which poses a substantial challenge in aligning their instructional practices with the principles of student-centered curricula. The rigid nature of directive teaching methods restricts language learning and does not cater to students' diverse interests, needs, and engagement in language learning.

Several studies have proposed innovative pedagogical approaches to address these challenges. Yang et al., (2017) have introduced the verbotonal approach, which includes the "Reading for Emotion" model and the development of an aesthetic model. Aesthetics are also used in the learning process in the new pedagogic. Lian (2017) created this learning tool to provide students with some technological tools to assess their own intonational pattern of sentences produced in their papers. Using aesthetic principles, each student was encouraged to examine the complexity of sentence form, logical organization and paragraphs, balance, and

rhythm. Essentially, a good text is always created by adhering to aesthetic principles, which include aspects such as peak shift, grouping, isolation, contrast, symmetry and balance, perceptual problem solving, and metaphor (Sudimantara, 2021).

Three key points emerge from these studies, providing the basis for this research (Yang et al., 2017). First, there is a need for innovative pedagogy that prioritizes student-centered learning and fosters skills such as analytical, critical, creative, and innovative thinking. Second, English teachers face the challenge of accommodating varying levels of English proficiency among their students. Implementing the CEFR level in digital writing resources can help improve students' English skills. Third, the right hemisphere of the brain plays a vital role in language learning (Yang et al., 2017).

The data below shows Indonesia's evaluation's development in the area of EPI (English proficiency index).

1.1 Chart of Indonesian EPI Rank



The data above illustrates the evolution of indonesia's standing in the EPI (English Proficiency Index) evaluation, indicating a comparatively declining EPI rating in Indonesia over time. The prevailing situation in Indonesia, characterized by a persistent decline in English language proficiency and a widening gap when

compared to neighboring countries like Malaysia, signifies the existence of an ongoing learning crisis, emphasizing the pressing need for a comprehensive and systematic reevaluation of the country's educational approaches and methodologies (Ellen & Sudimantara, 2023).

In this study, researcher is examining the creation of a digital learning resource that aims to fulfill the principles of transformative pedagogy. The digital product being developed has a primary focus on narratives containing mythological content, adapted in accordance with the Common European Framework of Reference for Languages (CEFR). Their endeavor aims to create a learning tool that can be tailored to the needs of diverse students, thus providing a more effective and meaningful learning experience for each individual.

1.2 Identification of the Phenomenon

In the current learning process, namely where the nature of the previously mentioned learning is still very vague, there is no detailed clarity, and story is neglected, despite the fact that story is the first that will be processed in the brain. The Merdeka curriculum includes CEFR-based learning, yet many English teachers are still unaware of the intended CEFR. According to Ania Lian's podcast, there are still many English teachers who are uninterested in teaching English. The challenges in English teacher education programs, focusing on issues related to English proficiency and curriculum design. The limited time allocated to English proficiency within the curriculum, a decline in language skills, and the discreet nature of the curriculum. Recommendations include shifting towards learning-focused approaches, implementing self-access centers for student empowerment, and introducing precision language education. It is emphasize the need for improvements in curriculum design and language learning strategies to enhance the effectiveness of English teacher education programs. In addition, the government should be concerned about Indonesia's low level of English competence.

1.3 Limitation of the Research

Referring to the previously mentioned research belief and objectives, as well as to avoid misinterpretation of research outcomes, the researcher believes it is vital to disclose limitations/state the research's focus. The researcher's focus in this study will be on students' creative reading abilities in mythical narratives for English learning in junior high school using digital resources. The data for this study will be limited to learners from one of Cirebon's junior high schools. According to the findings of this study, the availability of digital learning tools during the learning and teaching process will increase students' creativity when reading narrative texts.

1.4 Research Questions

1. How was the mythological narrative created to meet the demand of the creative learning processes embedded in the Merdeka Curriculum?
2. How are digital learning resource products used in the classroom during learning?
3. How do teacher and students perceive the utility of the product prototype?

1.5 Aims of the Research

1. Describing the develop of product as a digital learning resource.
2. Describing the product as a digital learning resource will be used in the classroom during learning.
3. Describing the teachers and students perceive the utility of the product prototype.

1.6 Significances of the Research

The study has the potential to enhance and broaden the understanding of English educators and future researchers about fresh approaches to education, particularly with regard to English language acquisition and educational resources. The importance of the following for future researchers and English language instructors:

1. English Language Teacher

An English language teacher has created an innovative learning model to enhance the teaching and learning procedures, aligning with the 2022 curriculum prototype. The primary objectives for advancing innovation in schools revolve around reinforcing teaching, learning, and evaluation. In this pursuit, educators must construct a fresh, interdisciplinary knowledge base to underpin transformative teaching methods. All endeavors are centered on promoting student-centered learning.

2. Future Researcher

This research aims to inspire further investigations into the development of digital literacy materials that align with cognitive processes. The discourse on neuroscience in education remains relatively limited. Nevertheless, educators should begin recognizing the importance of understanding neuroscience in the context of our evolving pedagogical approaches.

1.7 Theoretical Foundation

This study uses theory in a variety of ways. This subtopic describes a review of the literature on the study topic. The following are the theories investigated in this study:

1.7.1 Human Nature of Learning

There is a lot of evidence about how humans learn language, one of which is about the role of the right and left brain. Helyanti, Sudimantara, & Ikawati (2022) stated that the human brain does not directly perceive reality. Instead, perception of stimuli such as sound or sight occurs subsequent to information processing by the brain from various sensory inputs.

McGilchrist (2012) argues that our understanding of the right and left hemispheres is distorted by our left-hemisphere-dominated worldview. For example, the scientific literature has habitually designated the right hemisphere as

the "minor" hemisphere, a viewpoint that McGilchrist entertainingly criticizes in the early chapters of the book. McGilchrist (2012) also argues that there is a reciprocal and spiraling relationship between the limitations and facilitations that our brain imposes on our perception of the world, and the influence of the world's changing nature on the structure and capacity of our brain, which can both facilitate and constrain our perception.

The human brain is responsible for processing information received through hearing or sight. Neural Coupling occurs when the brain sees or hears a tale. Only two of the brain's areas are active when it receives genuine information (Martinez-conde et al., 2019). The brain reacts to the story's events as if they were happening on the list. Because the region of the brain engaged in memory is also involved in picturing and carrying out the story, it is easier to remember events when they are conveyed in the form of a story. When the brain gets drawn in by an emotional story, it produces oxytocin, a hormone that improves kindness, compassion, trustworthiness, and sensitivity to social cues (Helyanti, Sudimantara, & Ikawati., 2022).

1.7.2 Transformative Learning

Transformative learning has been defined as learning that challenges preconceived notions and leads to new ways of being in the world (Van Schalkwyk et al., 2019). Ellen & Sudimantara (2023) on their research state that to significantly enhance education, Indonesia should implement transformative learning, a teaching method that emphasizes critical thinking and student-centered approaches. Transformative learning promotes significant and meaningful learning encounters by encouraging students to actively explore and grasp the universe. Indonesia has the opportunity to develop a more vibrant and efficient educational system that prepares students for the challenges of the twenty-first century by integrating curriculum changes with transformative learning.

On the other hand, Helyanti, Sudimantara, & Ikawati (2022) state that the variables associated with "transformative learning" encourage independent language instruction and learning. These encompass various "new" literacies, including intercultural literacies, and characteristics that empower language instructors to cultivate a more comprehensive identity in their roles as practitioners, academics, and leaders. As stated by UNESCO (2022), improvements in education necessitates the implementation of systems that are distinct from the current ones.

UNESCO is committed to supporting teaching and learning practices that have a transformative impact on students (UNESCO, 2022). Transformative education, moreover, serves as a critical agent of empowerment for individuals by building meaningful connections between them and the larger world, exposing them to new options. This educational approach is critical in developing critical thinking skills, fostering the ability to engage in profound and meaningful discussions, facilitating knowledge creation, and ultimately equipping individuals with the tools for proactive and informed participation in various aspects of life. (Sudimantara, 2023).

1.7.2.1 New Paradigm of Learning

A new paradigm of learning is an innovative and established approach to education that challenges established techniques while embracing current trends and technologies. Serin (2018) stated that a student-centered approach is a teaching strategy that emphasizes actively engaging students in the learning process and allowing them to take ownership of their education. In student-centered classrooms, the teacher acts as an innovator, not as a fasilitator. Lian (2018) on her research has explained that differentiated learning is an instructional approach that recognizes and accommodates the diverse learning needs, interests, and abilities of students in a classroom.

On the other hand, Sudimantara (2023) stated that the new learning paradigm includes mapping competency standards, independent learning, and minimal competency assessment, which provides greater flexibility for teachers to design learning and assessment plans that align with the characteristics and needs of learners. This policy emphasizes the role of teachers as curriculum designers and engineers at the school level, with a specific emphasis on promoting learning flexibility.

The creative learning of EFL learning according to Liao, Y. Chen, and H. Chen (2018) can be divided into three dimensions to improve students' English language abilities in a new paradigm of learning: meaningful learning, dual-code theory, and fun. In other hand, according to Strandgaard Pedersen et al., (2019), creativity plays a crucial role in the production process, with creative companies relying on their output.

Creativity should take into account perceivers and the circumstances of their evaluations. The actors involved in cultural production include artists, producers, market intermediaries, and consumers. The ability to generate new ideas is crucial for a company's competitiveness in several industries. Creative industries aim to enhance and capitalize on the value of creativity (Strandgaard Pedersen et al., 2019).

1.7.2.2 OECD Learning Compass

The OECD Learning Compass 2030 is a unique framework that goes beyond traditional evaluation and curriculum frameworks (Schleicher, 2023). The OECD is the organization in charge of PISA. OECD is an acronym that stands for Organization for Economic Cooperation and Development. There are key elements or things in the learning compass that should be the primary concern in the field of education.

The OECD learning compass inspired the design of the students' workplace. Thus, student agency is defined as the ability to set objectives, reflect,

and act responsibly in order to effect change (OECD, 2023). "Learn to learn" is a precious resource talent that may be used constantly in life. Collaboration is as important as teaching and assessment in the learning process.

OECD (2023) identifies three transformative competencies that students require in order to prosper and build a better future. Students who will help shape the future should be able to create new value, reconcile tensions and challenges, and accept responsibility.

Innovating to shape better lives, such as gaining new knowledge, insight, and ideas, is an example of creating new value. Students should be astute and attempt to assess a solution's functionality (OECD, 2023). They must also be adaptable when dealing with new and evolving approaches, expertise, and information. Schleicher (2023) stated that students obtain a deeper knowledge of opposing ideas, generate arguments to support their positions, and find solutions to difficulties and conflicts by resolving tensions and dilemmas through this process. Being responsible entails the ability to reflect on and evaluate oneself in light of one's own experience and training, behavior, and social goals.

1.7.3 Cyberlearning

The problems, opportunities, and applications of education in the digital age define the cyberlearning era (Liu et al., 2015). Its emphasis lies in addressing the facets that impact the learning journeys of students, encompassing elements like ensuring accessibility to open educational materials, discerning and meeting the information requirements of students, promoting collaborative learning environments, providing literacy training, and facilitating the acquisition of technological skills. The exploration of cyberlearning involves examining how emerging technologies, guided by insights into the principles of learning, can be employed to enhance educational outcomes beyond previous capabilities (Ahn et al., 2017).

Scholars have determined that the most effective approach to exploring potential advancements is through the design and analysis of learning experiences. Consequently, cyberlearning research is characterized by its imaginative and ambitious nature, often incorporating innovative designs in its investigations (Ahn et al., 2017). It fosters a culture of continuous improvement, always seeking to refine and enhance the learning experience to meet the evolving needs of learners in the digital age. Through these strategies, the cyberlearning movement is at the forefront of shaping the future of education, making it more engaging, effective, and responsive to the needs of learners (Liu et al., 2015).

Ahn et al., (2017) on the research has characterized the Cyberlearning by its diverse range of ideas and approaches, defying easy categorization. However, a core set of commitments unifies the community, shaping distinctive features of cyberlearning projects. These commitments include a forward-looking orientation, focusing on technologies about a decade into the future; an emphasis on equity, addressing how technology can enhance learning for underserved populations; a recognition of learning as a community endeavor across various contexts; a research-through-design approach, creating innovative technologies based on learning science findings; a prioritization of youth voices, considering learners as multifaceted individuals with diverse interests; and a dedication to convergent science, integrating expertise from the learning sciences and computer science to address complex educational challenges. Through these commitments, cyberlearning research aims to contribute to societal progress by tackling intricate problems, fostering interdisciplinary collaboration, and influencing teaching and learning practices, policies, and products.

1.7.3.1 Digital Resources

The need for information remains strong in the twenty-first century, and individuals now have more chances to independently manage their educational needs. This transformation is helped by a technological revolution, principally

led by the Internet, which provides unprecedented worldwide access to information (A. Lian, P. Kell, P. Black et al., 2016). The revolution's impact transcends societal classes, significantly altering how people pursue information and education.

Digital Learning Resources (DLRs) are a technology-driven approach to education that aligns with the principles of web-based learning tools and applications (Nicholas, 2014). Digital learning resources, which are primarily offered via the web, are instructional tools while conforming to a recognized curriculum, adaptable, theory-based, and reusable instructional materials that shape current pedagogy in a variety of learning situations.

Criteria of digital learning resources according to Guimarães & Hildeblando (2021) that are:

1. User dimension that refers to the interface between the user and the resource.
2. Distinctiveness of digital learning resources focuses on possibilities and limitation of the digital learning resources.
3. Academic quality assesses the academic credibility for learners.
4. Pedagogical quality that evaluates the effectiveness of the digital learning resources in teaching and learning approach.

1.7.3.1.1 Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages is a framework for developing curriculum and tests that can and must be contextualized. At the same time, it attempts to encompass the complete scope of second/foreign language education objectives and competencies (North, 2020a).

1.1 Figure of The Common European of Framework (CEFR)



The CEFR introduces six Common Reference Levels, which serve as a road map for users/learners to connect with important components of the descriptive scheme in a systematic manner. They are divided into three categories: basic (A1 and A2), independent (B1 and B2), and advanced (C1 and C2) (North, 2020a).

CEFR-based, in which students must take a diagnostic test to determine the level of English understanding they have. Teachers should then learn by arranging pupils according to their learning levels. Empirical evidence from neuroscience shows that students organize information according to their own experiences rather than the experience of their teachers that teachers choose to follow (Lian, 2018).

The English curriculum at junior high school mainly adheres to the Common European Framework of Reference for Languages (CEFR), with levels A1 to B1. Students at this level are intended to develop fundamental English skills such as listening comprehension, reading, speaking, and writing. Students at the A1 level are expected to understand and use common everyday expressions, whereas students at the B1 level are expected to speak fairly successfully in everyday situations. As students go through junior high school, the curriculum is meant to provide them with a solid foundation in understanding and utilizing English (Lee, 2020).

1.7.3.1.2 Reading for Emotion

Lian (2017) introduced a new learning tool called Reading for Emotion. This learning tool employs an emotional approach. Reading for emotion can be utilized to help students enhance their self-exploration abilities, which can help them with writing and reading (Bumela, 2020). There are 6 structures of reading for emotion, namely:

1.1 Table of explanation Reading for Emotion

Stages	Explanation
Focus	The section of a sentence that appears at the beginning and establishes the story's hook
Disturbance	The section that introduces a dilemma that piques the reader's interest
Dialogue	Interaction or communication between the characters in the story
Development	The section of the story that lets pupils consider seeing the solution to the problem
Resolution	The section that makes the reader feel relieved because the solution to the story's difficulty has been discovered
Moral	The section in which the reader senses the lessons that can be derived from the story

Lian (2017) claims that paying attention to emotions allows students to engage with texts from the perspective of their own personal experiences, analyze texts by comparing and contrasting what they observe in texts and

why, and engage with texts from the perspective of their own personal experiences.

1.7.3.1.3 Narrative Text

A narrative text is one that concentrates on a single participant. Its societal function is to entertain readers by telling stories about past events (Asiah et al., 2020). The structure of narrative text according to Caldwell & White (2019) is divided into three sequence such as orientation, complication, and resolution.

Alwasilah (2012) as sites in Sudimantara (2021) that the difficulty that Indonesian students face in learning academic writing may be related in large part to the pedagogy of academic writing disciplines, which, in his opinion, focus too much on language and grammar while failing to teach critical perspectives toward academic texts and academic ideas in general. The narrative text's revealed structure is as follows:

1. Orientation. It contains the text's thesis. It usually contains what happened in the story and who is engaged in the story.
2. Complication. It describes the story's progression when a problem is faced by the main character in the story.
3. Resolution. It informs the readers how the problem was solved is also known as problem solving.

Thus, it can be concluded that the concept of narrative is an essay in the form of a story that explains the full action in an event in a systematic and sequential manner, making it enjoyable to read.

1.7.3.1.3.1 Mythological Narrative

Mythological narrative is a conventional story or legend that explains a natural phenomena, the origin of a people, or a cultural practice. These narratives frequently feature gods, heroes, and supernatural beings (Olivier

Schmitt, 2018). In other hand, myths reflect cultural values and beliefs by functioning as a narrative expression of a group's essential ideas, rights, and values. (Santhosh, 2018).

Furthermore, myths are also a significant part of oral folklore, as they transmit cultural and religious beliefs from generation to generation. Furthermore, myths explain things in "the science of a pre-scientific age," addressing ultimate questions, giving life meaning, and legitimizing existence (Holger Marcks & Janina Pawelz, 2022).

1.7.3.1.3.2 Integration of Local Culture in English Language Teaching

Integrating local culture into learning, particularly in the context of English language education, entails incorporating a specific community's cultural heritage, customs, and wisdom into the educational process (Lu, H., & Chien, C., 2022). It aims to provide learners a better knowledge of their own cultural heritage and how it relates to the subject being studied.

Maideja et al., (2023) has investigated the integration of local culture into diverse educational situations, emphasizing its potential to improve students' learning experiences and academic results. Some notable findings are as follows:

1. Enhanced learning experiences can improve students' educational experiences by making the curriculum more relevant and interesting.
2. Cultural sensitivity and understanding shows increased cultural sensitivity, a deeper grasp of their own heritage, and a better capacity to integrate academic information to their cultural experience.
3. Cross-cultural Communication aids in cross-cultural communication and assist students develop the skills required to effectively engage with diverse cultural perspectives.

4. Behavioral impact helps learner appreciate their cultural traditions and promote overall personal development.

1.7.3.2 Story Science

Fletcher (2021) on his books stated that being human means having uncontrollable impulses, passions, and concerns that pull us apart. In other words, to be human is to have a problem with having a human brain, in the words of our scientific genius. A mind capable of posing large unsolved questions.

The creation of meaning is thought to be a function of competing relationships in neuroscience. These connections are found throughout the brain and involve multisensory networks. Perception is vital since it supports everything we think, know, and believe. Information that comes through the senses of sight or hearing is transmitted from a higher level (brain) to a lower level (our reflection) so that all information is first processed (Lian, A et al., 2017).

1.8 Previous Research

The researcher present some previous studies related to this research, those are: the first previous study is research by Sudimantara (2021) entitled "Learners' Agency In Focus: Introducing The 21st Century Academic Writing Pedagogy In Indonesia." The study emphasizes transformative learning, arguing that teacher-centered pedagogy should be abandoned in preference for student-centered pedagogy. It promotes a change away from linguistics as the sole information theory for language learning and toward multisensory-metacognitive pedagogy informed by neuroscience.

The second previous study was conducted by Helyanti (2022) with the title "Developing Digital Literacy Resources for Middle School Students: A Highlight on Literacy Level". This research employs R&D design, and the

results show that the new digital literacy resource is adequate in the context of the current curriculum, however more improvement is predicted.

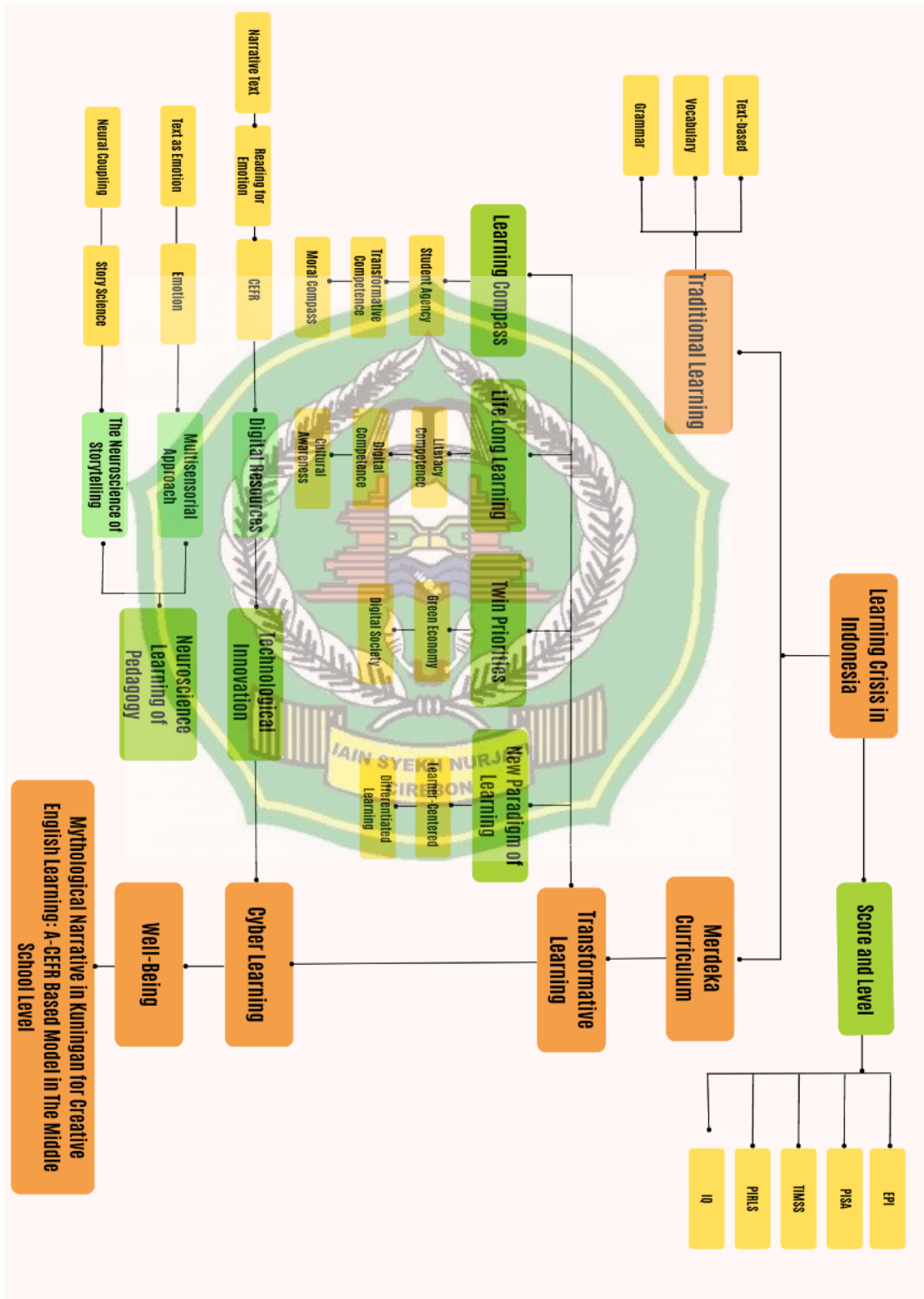
Furthermore, the next previous study conducted by Puspita (2022) with the title “Building Critically: Using Narrative Text as a Source of Reflective Teaching and Learning”. This research is an R&D design, and the results revealed that, with some future tweaks, this new learning module is appropriate in the existing curricular framework.

The previous study conducted by Maryanti (2023) entitled "Developing A-CEFR Based Digital Writing Resources of Expository Text for Senior High School Students in Cirebon". This study recognizes the urgent need to create an entirely new learning system. The entire creative research process has aided in exercising my feeling of agency as a teacher.

Thesis by Khofifah (2023) entitled “Developing A Common European Framework of Reference for Languages (CEFR) Based Storywriting Learning Platform Students for SMPN 1 Leuwimunding” is the next previous study for this research. The research discussed the developed of a CEFR-based learning platform for narrative writing for junior high school levels by using qualitative approach and found that the platform was effective in enhancing students’ narrative writing skills.

The following previous research by Lian (2017) entitled “Reading for Emotion with ICT Tools”. The research suggests transformative learning involves learners assessing their responses to the world. A reading tool is proposed to help first and second language students develop literacy skills for creating critically studied texts, including public presentations and poetry. The tool's significance in transformational pedagogy is highlighted, and it compares it to traditional school literacy supports. The focus is on emotion-based learning.

1.9 Frame of Thought



The study begins by addressing Indonesia's learning crisis, which has had a substantial influence on traditional learning and curriculum systems. The Merdeka curriculum is currently in use in Indonesia, following a series of curricular modifications. Recognizing the necessity for a response to this problem, the study advocates the use of transformative learning via an updated strategy. Key parts of the transformative learning process include a new learning paradigm, twin priorities, life-long learning, a learning compass, cyber learning, digital resources, and the neurology of storytelling.

These parts work together to meet the learning crisis's issues and contribute to a more effective and meaningful educational experience. The research used a Research and Development (R&D) design with three separate stages: planning, development, and assessment, to operationalize this method. Throughout these stages, data will be methodically collected, evaluated, and conclusions generated to indicate the research's outcomes and influence. The ultimate goal is to provide insights and solutions that can help Indonesia overcome its learning crisis and improve educational effectiveness through transformative learning.

1.10 Research Method

The research methodology consists of the following steps: design and step of the research, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

1.10.1 Research Design and Steps of the Research

This study utilizes a qualitative methodology. The design of this research is research and development (R&D) technique. (Frascati Manual, 2015) stated that Research and development (R&D) is the creative and systematic work performed to improve the stock of information - including understanding of humanity, culture, and society - and to create new applications of existing knowledge. An activity must meet five fundamental demands to be classified as R&D. The action

is described as follows: novel, creative, uncertain, systematic, transferable and reproducible.

Five key requirements must be achieved in order for an activity to be categorized as R&D (Frascati Manual, 2015).

1. Novel, the aim of research and development (R&D) projects is to generate new knowledge, with expectations of novelty varying across sectors. The focus in R&D is on creating new knowledge, whether through experimental development or the integration of practical experience, rather than solely on resulting products or processes.
2. Creative, to qualify an activity as research and development (R&D), it must aim to generate new concepts or ideas that improve existing knowledge, excluding routine changes. Creativity in R&D necessitates the input of a researcher, and although the arts involve creativity, additional criteria must be met for the activity to qualify as R&D.
3. Uncertain, research and development (R&D) inherently involves uncertainty, with outcomes and costs, including time, challenging to precisely determine at the project's outset. This uncertainty extends to the possibility of not achieving intended results, particularly in basic research aimed at expanding formal knowledge. Differentiating between R&D prototyping and non-R&D prototyping relies on the key criterion of uncertainty, especially regarding the risk of failure and applicability of technical concepts and technologies.
4. Systematic, research and development (R&D) is a formal, systematically conducted activity, characterized by planned processes and documented outcomes. The identification of the project's purpose and funding sources, along with the maintenance of records, indicates a structured approach aimed at addressing specific needs, even in smaller-scale activities.

5. Transferable and/or reproducible, an R&D project must lead to the potential transfer of new knowledge, ensuring its utilization and enabling replication by other researchers. This encompasses both positive and negative results, emphasizing the importance of codifying and disseminating knowledge to prevent its loss.

The fifth requirement must be met in principle whether research and development activities are carried out constantly or occasionally. The definition of R&D just stated is compatible with the definition of R&D used in the previous edition of the Frascati Manual and covers the same activities. The researcher picked research and development design to create and present a new product prototype in the EFL (Gustiani, 2019).

There are two phases in this research, namely the research phase and the development phase. The steps are as follows:

No.	Research Phase	Development Phase
1.	Collecting mythology narrative in Kuningan	Transcribing the text into Indonesian
2.	Translating the mythology narrative into English by Google translate	Re-write the text into readable English
3.	Analysis of the text using reading for emotion model	Asking expert about the quality of the text
4.	Developing the text into A1 – B2 level on CEFR level	Checking the quality of the text by using Virtualwritingtutor.com and Automatic Readability Index
5.	Designing digital learning resources based on mythology narrative in Kuningan by using Google site	Link digital learning resources: https://bit.ly/MalindaPriskilla

6.	Website development	Design revision
7.	Testing the product by going to school and test the product on 8 th grade junior high school students	Students explore and do some learning activities from digital learning resources
8.	Conducting face to face interviews with the English teacher and class of 8 th grade students to find out their perceptions of the product	Analyzing the answers of teacher and students

This research adopts the narrative inquiry approach. Narrative inquiry is a literal form of qualitative research with a strong relationship and literature that provide a qualitative approach where we can write in a persuasive literary from McCarthy (2016). The data was collected from literature study and was analyze by document analysis.

1.10.2 Source and Types of Data

1. Source of Data

Data for this study are obtain from both primary and secondary sources. The primary data collected through interviews, and the secondary data collected through documentation.

2. Type of Data

The type of data that will be described in this research and development will be qualitative data. Qualitative data was chosen because the researcher wanted explain the feasibility of the developed media.

1.10.3 Data Collection Techniques and Instruments

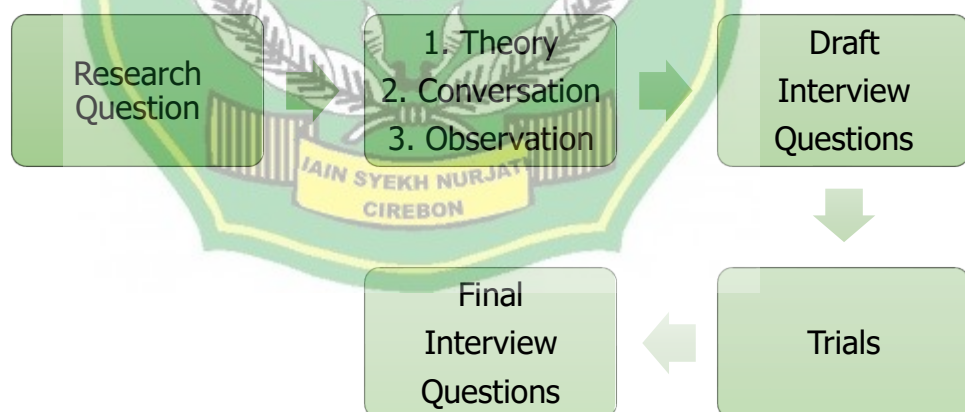
This study uses Documentation and Interview as its methods. In this research, the researcher employed two data collection methods, which will be described below.

1. Documentation

The researcher conducted the CEFR test to determine the students' language skills to be aligned with the results of the CEFR diagnostic test. Then the researcher will conduct participatory observations to collect data. Other document data will be obtained from notes or recordings through interviews and observations.

2. Interview

According to Alwasilah (2014) the researcher can obtain in-dept information through interviews for several reasons, including the researcher can simplify questions so that they are more easily understood by respondents, researcher can do follow-up questions if needed, respondents tend to be more relaxed in answering questions. Interview questions are used as a tool to obtain answer from various respondents. The following describes the evolution in this stage that adapted by Alwasilah (2014):



1.10.4 Data Analysis Technique(s)

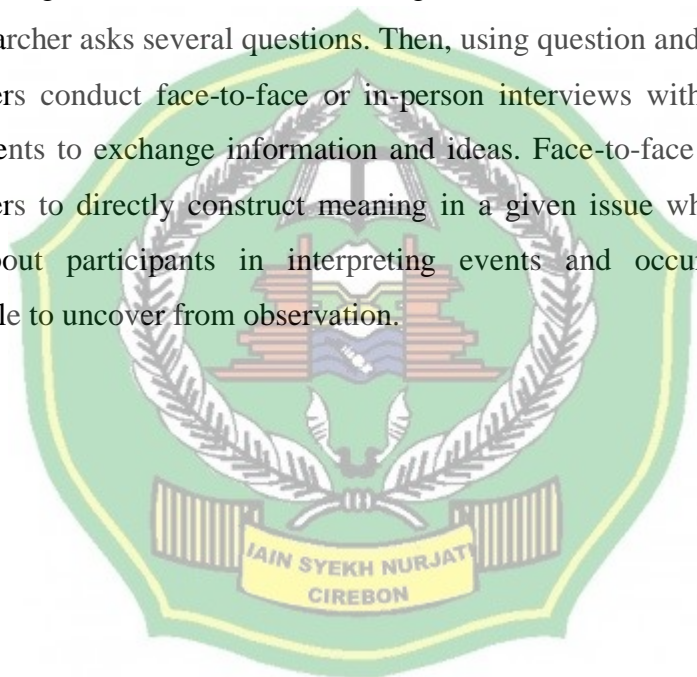
The theme analysis technique will be used to analyze the data. When attempting to comprehend experiences, analysis is a suitable approach of analysis (Kiger & Varpio, 2020). In this study, the researcher uses data analysis methods includes a Critical Literature Review and Interviews.

1. The Steps of Data Documentation Analysis

The goal of this documentation is to record an event and to locate information about objects or variables in the form of notes. Text, photograph, or a person's memorial can all be used to provide documentation. Sugiyono (2016) defines documentation as "a record of previous occurrences." In this study, the author will collect data in the notes. Lesson plans for eighth-grade Islamic junior high students. Finally, there is the researcher processes data.

2. The Steps of Data Interview Analysis

The goal of this interview is to gather information for future research. The researcher asks several questions. Then, using question and answer sessions, researchers conduct face-to-face or in-person interviews with English teacher and students to exchange information and ideas. Face-to-face interviews allow researchers to directly construct meaning in a given issue while also learning more about participants in interpreting events and occurrences that are impossible to uncover from observation.



1.10.5 Research Timeline

No.	Activities	Time Allocation					
		November 2023	December 2023	January 2024	February 2024	March 2024	April 2024
1.	Applying Proposal						
2.	Proposal Seminar						
3.	Conducting Research						
4.	Collecting Data						
5.	Analyzing Data						
6.	Finish Thesis Writing						

