

CHAPTER I INTRODUCTION

1.1. Background of the Research

The "learning crisis" that Indonesia is currently experiencing is related to education. It is undeniable that education plays a vital role in the development of human resources in every nation. When students experience a learning crisis, Indonesian society experiences learning loss (Helyanti, 2022). According to PISA 2022 data (Program for International Student Assessment) (Kemendibudristek), the pandemic has impacted the decline of international learning outcomes. Concentrated efforts are needed to address this issue as it is evident that it severely hampers students' ability to grow as learners.

One of the critical skills that students need to acquire when learning English is reading comprehension. TIMSS (Trends International Study of Mathematics and Science) results, EPI (English et al.) results, and PIRLS (Progress in International Reading Literacy) results, among other survey agencies' assessments of Indonesia's education level, show that the country needs to improve its education system to improve the standard of education provided there. To create better pedagogies that approach 21st-century learning, it is essential to consider how current technologies can support individualized language experiences (Bumela, 2020). Learning must emerge from a traditional learning system and incorporate more cutting-edge innovations by integrating technological advancements to stay current.

There may need to be more than conventional pedagogical techniques and textbook-centered dominant language teaching to overcome the problems arising from the learning crisis. Today, Indonesian education has the daunting task of building a new academic culture prioritizing reading and writing (Bumela, 2021). Realizing it is a joint task between educators, parents, and the government, especially the Minister of Education. Realizing it is a joint task between educators, parents, and the government, especially the Minister of Education. Language learning is building relationships and collecting a process (Lian AP, 2014). building relationships and collecting history (Lian AP, 2014).

Digital transformative learning and narrative-based learning offer creative approaches to assist students' language proficiency. Although students can enjoy learning through fairy tales using technology-based digital learning tools, the digital learning tools aligned with the 21st-century framework, the learning materials certainly favor current concepts (Meilani et al., 2021).

Change can reinvigorate students' passion for learning and promote more meaningful and engaging educational experiences. Cyberlearning is becoming an essential part of the educational process in an era of increasing digital connectedness. Students can have more dynamic and engaging learning experiences when technology and digital media are incorporated into the classroom. However, using computers in the classroom has been the subject of much discussion and research, and the technology is usually viewed as a tool that can benefit instructors and students. Some educators were excited when the first technology was examined and its promise realized. Many predictions suggest that computers will eventually replace teachers, leading to some resistance to the use of technology in the classroom (Meilani, 2022).

To achieve this goal, the ongoing study looks at how digital learning and CEFR-based storytelling techniques can be used on the Gunung Jati folklore character known as "Puser Bumi" as a creative way to help junior high school students with language proficiency. The ongoing study looks at how digital learning and CEFR-based storytelling techniques can be used on the Gunung Jati folklore figure known as "Puser Bumi" as a creative way to aid junior high school students' language proficiency. This study aims to provide in-depth insight into how these strategies can improve students' language proficiency and preserve priceless cultural heritage while stimulating students' interest in learning. This is done by using current references and scientific support for this method. This strategy can improve students' language proficiency and preserve priceless cultural heritage while stimulating students' interest in learning. This is done by using current references and scientific support for this method.

The study of previous research is how junior high school students are introduced to narrative texts that contain elements of local culture. Research in

conducting this investigation, one of which is "Development of Learning Reading Materials with Local Culture-Based Narrative Texts for Grade X Students," performed by Inderawati et al. (2020). Although this research offers some benefits, this methodology for improvement could be improved.

First, when creating their digital reading materials, the study ignored some elements of the CEFR (European et al. of Reference for Languages). It is simpler for teachers and students to understand and discuss language proficiency when using the standard nomenclature for language levels provided by the CEFR. By including these components, measuring the student's language proficiency and language difficulty level will make it easier to adjust the learning materials. Second, since the purpose of the study is to evoke readers' feelings, it does not involve the use of emotional learning aids or the "reading for emotion" paradigm that approaches texts as emotional constructs (Lian, AB 2017, p. 9). Emotion-focused instructional reading materials can increase students' motivation, encourage deeper learning, and help them remember what they have learned. Materials can increase students' motivation, promote deeper learning, and help them remember what they have learned. Third, applying moral principles to folktales must be supported by educational tools. Children discover how their conscience and imagination are formed and captured, teaching them how to behave and be moral. Fairy tales provide values such as integrity, courage, and compassion, especially in a world where people are too busy to set an example. "Integrity, courage, and compassion, especially in a world where people are too busy to lead by example." (US Secretary of Education, William Bennet). It is seen to be vital to highlight empathy in storytelling, particularly in the present day. Principles must be morally harmonized with modern education.

By considering these factors, research can be more thorough and successful in delivering reading material lessons that meet students' needs and nature and increase learning effectiveness. By considering these factors, research can be more thorough and successful in providing reading material lessons that meet students' needs and nature and increase learning effectiveness. The criticisms presented in previous research are relevant when considering the advancement of education.

Good. The research from this helps improve the way secondary schools teach languages, particularly in incorporating local culture into the curriculum.

Criticism plays a vital role in educational progress. To improve this strategy, increase awareness of the benefits of using this narrative text strategy based on CEFR, and investigate the most effective ways to optimize the potential of regional cultural education in this situation, we hope for constructive and targeted criticism of this research. We are increasing awareness of the benefits of using CEFR-Based Digital Narrative Texts and investigating the most effective ways to optimize the potential of regional cultural education in this situation—constructive and targeted criticism of research. We hope for this. At the secondary school level, criticism can help achieve better educational goals in language acquisition by pointing out areas that need development and offering more profound insight. It can help achieve better educational goals in language acquisition by pointing out areas that require development and offering more profound insight

1.2. Identification of the issues/phenomena

The problem that arises based on this background is serious and important in Indonesia's education context. The education crisis, which includes the phenomenon of "learning crisis" and learning loss, has put Indonesia's education system in an alarming position, with PISA results showing low rankings. Especially in English language learning, students' reading ability is a crucial aspect that needs attention. The education survey results show that changes in learning systems and innovative methods are required in order to improve the quality of education in Indonesia, including integrating modern technology into 21st-century learning. In addition, there needs to be a change in academic culture where reading and writing are given more important roles in the curriculum. The use of digital narratives and technology integration in learning are promising solutions to improve student's language skills and make learning more enjoyable. Content about moral values in the learning resources presented is essential and needs to be provided for today's learning needs. Ongoing research, such as "Fostering Language Proficiency through CEFR-Based Digital Narratives for Junior High School: A Deep Dive into Gunung Jati's 'Puser "Puser Bumi' Folklore," is a positive step in addressing this issue and

providing a better understanding of how to integrate local cultures that contain moral values in secondary school language learning. Constructive criticism of this research is also needed to improve this approach and achieve the goal of better education in Indonesia..

1.3. Delimitations and focus of the study

The aims and limitations of this research are pretty narrow. The main aim of this research is to develop students' English language skills, especially in reading and understanding texts. In addition, because the folklore 'Puser Bumi' related to Gunung Jati has great historical significance and is an essential aspect of the local community's way of life, this research only focuses on a thorough investigation of the story. The goal of this research is to understand how teaching local culture using digital narratives affects students' language skills. The main goal of this project is to apply CEFR-Based Digital Narratives, as this method can offer a clear framework for assessing students' language proficiency and producing appropriate digital stories with their talents. The folklore 'Puser Bumi' related to Gunung Jati has great historical significance and is an essential aspect of the local people's way of life; this research only focuses on a thorough investigation of the story. Although these are significant issues, this research will not go into in-depth research or discuss them in detail. Other themes include understanding local customs and using the latest technology in teaching. Very detailed about them. Other themes include understanding local customs and using the latest technology in teaching. This was done to narrow the research focus and produce practical findings in a more precise order that can be used to improve the language proficiency of high school students. To narrow the research focus and make practical and more accurate findings that can be used to improve the language proficiency of high school students. Thus, the results and objectives of this research will be achieved more. The objectives of this research will be more successfully fulfilled.

1.4. Research questions

1. How can CEFR-based digital narratives, especially those related to Gunung Jati's 'Puser Bumi' folklore, be developed related to reading skills in junior high school?
2. How can this CEFR-based digital narrative be used in the classroom?
3. What are the perspectives and experiences of junior high school students regarding the engagement of CEFR-based digital narratives, especially in the context of 'Earth Puser' folklore?
4. What are the perceptions and experiences of junior high school language teachers regarding the usefulness, challenges, and adaptability of CEFR-based digital narratives, especially in teaching language proficiency through 'Earth Puser' folklore?

1.5. Aims of the research

1. To investigate To investigate how digital narratives based on the Common European Framework of Reference for Languages (CEFR), particularly those related to Gunung Jati's 'Puser Bumi' folklore, can be developed as practical learning tools that can be used for reading skills in students in junior high school.
2. Understand how CEFR-based digital narratives are implemented in the classroom, including teaching methods, strategies, and assessments.
3. To investigate junior high school students' perspectives and experiences regarding the engagement of CEFR-based digital narratives, particularly in the context of the folklore 'Earth Puser,' and its impact on their interests and learning abilities.
4. Analyze the perception and experiences of junior high school language teachers regarding the usefulness, challenges, and adaptability of CEFR-based digital narratives in teaching reading proficiency through 'Earth Puser' folklore.

The aims mentioned above will contribute to resolving open research problems and offer a comprehensive perspective on the creation, implementation, and effects of digital narratives based on the Common European Framework of Reference for

Languages in the context of lower secondary school education. This research is expected to improve our knowledge significantly. Significant insight into how digital narratives are used as language learning tools in an increasingly digital educational environment..

1.6. Significances of the research

Because it discusses the creation and application of digital narrative texts based on the Common European Framework of Reference for Languages (CEFR) in the context of the Gunung Jati folklore 'Puser Bumi' to improve the language skills of junior high school students, this digital research has a significant aim. High theoretical. Narrative text based on the Common European Framework of Reference for Languages (CEFR) in the context of the Gunung Jati folklore 'Puser Bumi' to improve junior high school students' language skills, this research has high theoretical significance research that has been carried out. The creation of digital narratives based on CEFR has the potential to facilitate innovative approaches to teaching English in Indonesia, especially in secondary schools. In addition, to overcome the learning crisis facing the current education system, this research can help improve already effective language learning strategies and offer new alternatives. To incorporate more contextual and cultural approaches into their teaching, English teachers may find this research a valuable resource. To overcome the learning crisis facing the current education system, this research can help improve already effective language learning strategies and offer new alternatives.

Practically speaking, TEFL/ELT application implementation is greatly influenced by this research. Digital narratives based on CEFR can be valuable for improving students' language proficiency. CEFR can be a helpful tool for enhancing students' language proficiency—study conclusions. Conclusions can offer secondary school English teachers useful suggestions for creating more participatory and engaging learning. Secondary school English teachers provide helpful suggestions for creating more participatory and engaging learning.

This method can also help overcome the challenges associated with learning in the digital era, which requires a more flexible and attentive approach to meeting student needs. It can also help overcome the challenges related to learning in the

digital era, which requires a more flexible approach. More flexible and attentive to meet students' needs. Theoretically, this research can contribute to knowledge in the field of language education, and this research can provide valuable suggestions for the creation of learning strategies that can be used in the classroom. It can contribute to the body of knowledge in the field of language education and, practically, can provide helpful suggestions for creating teaching strategies used in the classroom. It is hoped that this anticipated contribution will offer a creative solution to the education crisis in Indonesia, particularly as it relates to increasing the language proficiency of secondary school students. This contribution will offer a creative solution to the education crisis in Indonesia, particularly as it relates to expanding the language proficiency of secondary school students.

1.7.Theoretical Foundation

This chapter discusses the conceptual framework for research. Research consists of some ideas, theories, or concepts that guide the development of research questions, research methods, data analysis, and interpretation of results.

1.7.1.21st Century Learning Innovation with Technology

More effective pedagogical strategies require recognition of the role of contemporary technology in promoting personalized language experiences (Bumela, 2020, p. 6). Innovation is necessary for the modern era, considering that the biggest problem facing the education sector is learning, which is thought to be experiencing a "learning crisis." The poor performance of international assessments, such as the Program for International Student Assessment (PISA) and the Educational Performance Index (EPI), which fell 10 points over the last ten years, indicates this—significant impact on the decline in EPI. The quality of English language teaching in Indonesia has also decreased, impacting this decline. Therefore, innovative and transformative pedagogy is needed for better English language learning and the ability to increase EPI in Indonesia. To improve EPI capabilities in Indonesia, innovative and transformative pedagogy is required. Putri et al., 2021, page 4. Bearing this in mind, we must introduce something fresh into the language-learning process. Into the language learning process. Conventional education methods increasingly exacerbate this problem. Conventional education

methods increasingly exacerbate this.

Memorizing and unthinkingly following instructors and textbooks is a common practice in learning. Following instructors and textbooks is a common practice in traditional learning. As a result, we lose valuable abilities such as creativity and critical thinking. As a result, we lose valuable skills such as creativity and critical thinking. It is important to create a flexible, adaptive, and intellectually intelligent learning framework that will provide the direction necessary to build an appropriate learning environment (Lian AP requires change). They should be more involved in shaping their future as innovators and agents of change if reform wants to fulfill its expectations (Lian & Jonah, 2019, p. 3).

To overcome this problem, the Merdeka Curriculum was introduced. The word "Merdeka" means "independent," and this curriculum aims to give us the freedom to carry out learning with more significant curiosity. To provide us with the freedom to approach learning with more considerable curiosity. The effectiveness of implementing the Independent Curriculum may be hampered because the learning materials created have yet to be digitized in practice (Ellen et al., 2023). According to Bumela (2020, p. 34), English teacher education in Indonesia must adopt a new learning pedagogy that supports student institutions as a new benchmark for higher-quality education—ways to improve teaching standards in Indonesia. Assignments are challenging situations that must be faced alone. The reality is that no one can learn for you, even if you receive help. No one can teach you, even if you receive help. This is not experienced by anyone else in the same way since it is rooted in specific personal conditions. In a specific concoction of personal circumstances. This knowledge greatly changes, or should change, the way educators and researchers view the educational process and our role in it. It greatly changes, or should change, the way educators and researchers view the educational process and our role in it. Lian AP (2017). Therefore, to overcome today's learning challenges, we must learn in more innovative and modern ways. We have to learn in a more innovative and modern way. The combination of Technology principles and the Independent Curriculum can improve learning and prepare us to face future challenges. Improve learning and prepare us to face future challenges.

1.7.2 Narrative Text in CEFR Context

CEFR stands for Common European Framework of Reference for Languages, an international standard used to assess a person's language skills or abilities that are widely practiced in Europe. Outside of the CEFR, several international standards describe the extent of English proficiency, such as the EF SET, TOEFL, IELTS, and TOEIC. CEFR was first published in 2001. The central component of the 2001 CEFR is a detailed taxonomic description of language proficiency in terms of language use, which it divides into four modes: (1) Reception (listening and reading), (2) Production (speaking and writing), (3) Interaction (spoken and written) (4) Mediation (i.e., facilitating communication between individuals or groups who for whatever reason cannot communicate directly) (British Council, 2022). Method This method is research and development (R&D). Research and development (R&D) is used to improve the quality of education by developing or generating a specific product. According to Alwasilah (2002), the research and development method is a systematic approach to conducting scientific research and inquiry to develop new knowledge and innovations that can be applied to solve problems or improve existing products, services, or processes. This method involves a series of steps, including problem identification, literature review, hypothesis development, data collection, data analysis, and interpretation of findings (Alwasila, 2002).

The Common European Framework of Reference for Languages (CEFR) includes narrative texts as part of its level of language proficiency. Narrative texts are mentioned in the CEFR as one type of text that learners may encounter, and they require learners to utilize their narrative competence (Adelia, 2023). Narrative texts deserve special attention for their role in developing learners' narrative competencies, which is crucial in communicating in the target language and within the community speaking that language (Yazici, 2021, p.570). The theoretical basis for understanding the use of digital narrative texts in the context of the Common European Framework of Reference for Languages (CEFR) can, therefore, be understood through discussions of non-traditional learning approaches. To improve

language proficiency, particularly within the CEFR scope, this approach shifts away from traditional methods towards student-focused methodologies, technology-based learning, recognition of multiple intelligences, and engagement with multimedia elements.

The Common European Framework of Reference for Languages, published in 2001, and the updated Companion Volume, published in 2018, are efforts by the Council of Europe to ensure "quality inclusive education," which is considered a right for all citizens (Council of Europe, 2018, p 23). This text aims to make curriculum, teaching practices, and evaluation transparent and consistent within and across institutions, regions, and countries (Council of Europe, 2018, p. 25). The CEFR was developed as a continuation of the Council of Europe's language education studies in the 70s and 80s, so it builds on the foundation of the communicative approach presented in a study entitled *The Threshold Level* in the mid-70s and adopts an action-oriented approach (Council of Europe, 2018, p. 25). "The CEFR's action-oriented approach reflects a shift from syllabus-based to linear progression through language structure, or a predetermined set of ideas and functions, towards a syllabus based on needs analysis, oriented towards real-life tasks and built on deliberately chosen ideas and functions" (Council Europe, 2018, p. 26). It is essentially a tool to help plan the curriculum, courses, and assessment process, taking into account what the user/learner needs to do in the language as a starting point (Council of Europe, 2018, p. 26). Language use in the CEFR is conceptualized in parallel with communicative language teaching. By this conceptualization, language use encompasses the actions of people who develop a standard language range and communicative competence as individuals or social agents. Language users and language learners engage in several linguistic activities, including producing and receiving texts and discourse. Language activity is a person's use of communicative language competence in a particular domain in processing receptive or productive texts to fulfill a task (Council of Europe, 2001, p. 9).

This explanation suggests that text is a fundamental component of communication. "Any series or discourse (oral and written) that relates to a

particular domain and in whose context the course of the performance of a task becomes an opportunity for language use" is the definition of text according to the CEFR.

Action to take place, either as a means to an end, a finished good, or a method." (Page 10 of the Council of Europe, 2001). This definition emphasizes the complexity of text's fundamental role in communication processes and the CEFR. Without text, communication is impossible, as Acomb makes quite evident. Texts are at the core of all linguistic communication, and every language activity is examined in the light of the user/learner relationship and other participants in the communication process (Council of Europe, 2001, p. 93).

A well-known framework for standardizing the description of language proficiency levels across various languages is the Common European Framework of Reference for Languages or CEFR. From A1 to C2, language proficiency is categorized into six primary levels, each of which denotes a distinct mastery level. Here is a thorough explanation of each reading comprehension level.

A1 (Beginning) Readers at the A1 level can comprehend and deduce the most fundamental information from simple texts, such as labels, signs, and brief sentences. They can comprehend well-known names, words, and simple phrases in simple texts that relate to daily life. A2: Foundational Knowledge Short, straightforward texts on well-known subjects, such as daily schedules, everyday activities, and personal information, are understandable to A2 readers. They can also comprehend simple factual details found in daily materials such as menus, ads, and brief emails.

B1 (Intermediate) Clear, standard texts on familiar subjects they encounter at work, in school, during their leisure time, etc., can be understood by B1 readers. Simply put, they can extract specific information from and understand the main ideas of simple narratives, reports, and articles. B2: Intermediate-Level B2 readers are capable of comprehending lengthy texts on a variety of subjects, including intricate essays, articles, and literary works. Even abstract or foreign-language texts with detailed information, arguments, and opinions are understandable to them.

C1 Proficiency Level C1 readers can discern between different points of view and

implicit meaning in various challenging, longer texts. Proficiency in reading and critically analyzing complex texts, such as literary works, reports, and specialized articles, is required.

C2 (Excellent) Almost anything that C2 readers read, even highly idiomatic, abstract, or structurally complex texts, can be easily understood. With great accuracy and subtlety, they can understand and evaluate complicated texts on various topics, including academic and professional materials.

Figure 1 CEFR Level

The CEFR offers a thorough framework for determining and characterizing reading proficiency levels, assisting institutions, teachers, and students in comprehending and successfully communicating language skills.

With a student-centered approach, students play an active role in their education. According to the CEFR principles regarding learner autonomy and the development of communicative competence, the notion of student agency, as understood in the context of the OECD Learning Compass 2030, is based on the idea that students have the capacity and desire to exert a positive influence both on their own lives and on the CEFR future. The world around them (OECD, 2019). the principle of learner autonomy and the development of communicative competence, the notion of student agency, as understood in the context of the OECD Learning Compass 2030, is based on the idea that students have the capacity and desire to influence their own lives and positively the world around them (OECD, 2019). Technology in language teaching, especially digital narrative texts, offers dynamic and interactive experiences that improve language proficiency while forming digital literacy skills - essential skills in the modern world. Technology in language teaching, especially digital narrative texts, offers dynamic and interactive experiences that increase proficiency in language while forming digital literacy skills, which are essential in the modern world.

Learning language studies involves studying various subjects, especially in the right hemisphere, and retaining knowledge involves learning acquired through understanding in the left hemisphere. Narrative texts are closely related to language learning (Sudimantara, 2020). various subjects, especially in the right hemisphere,

store knowledge gained through learning in the left hemisphere. Narrative texts are closely related to language learning (Sudimantara, 2020). Specifically, the Right hemisphere of the hemisphere processes prosodic, intonation, and rhythm in musical language, indicating that the brain processes emotion and intonation first when processing language. The brain processes prosodic, intonation, and rhythm in musical language, suggesting that the brain processes emotion and intonation first when processing language. The left hemisphere processes language and syntax because the brain does not have that function (Jayanti, 2023). Moreover, syntax because the brain does not have that function (Jayanti, 2023).

Gardner's theory of multiple intelligences, this method also recognizes the diversity of students' intelligence. For linguistic, spatial, interpersonal, and intrapersonal intelligence, digital narrative texts offer a variety of ways for students to interact with content based on their learning preferences. The left hemisphere of the brain stores the final knowledge gained from learning. In contrast, the right hemisphere of the brain is primarily responsible for language learning (as well as learning about various other topics). The brain stores final knowledge gained from learning, while the right hemisphere is primarily responsible for language learning (as well as learning about various other topics). More precisely, prosody, intonation, and rhythm make up the music language of the right hemisphere, which suggests that rather than grammar or vocabulary, which are processed in the left hemisphere, intonation and rhythm (along with emotion) make up the music of the language. The basis of language processing in the brain (Bumela, 2020 P, 16). in the right hemisphere, indicating that, instead of grammar or vocabulary, which is processed in the left hemisphere, intonation and rhythm (along with emotion) form the basis of language processing in the brain (Bumela, 2020 P, 16).

In addition to encouraging growth in reading and listening comprehension, incorporating multimedia, including images, audio, and video, into digital narrative texts also offers opportunities for developing speaking and writing skills through interactive responses. In addition to encouraging growth in reading and listening comprehension, incorporating multimedia, including images, audio, and video, into digital narrative text also offers opportunities for developing speaking and writing

skills through interactive responses. This change is consistent with the emphasis on integrating productive and receptive skills in the CEFR. Consistent with the focus on the integration of productive and receptive skills in the CEFR. The literature on technology-enhanced language learning and Gardner's theory of multiple intelligences, among other related references, offers a solid theoretical basis for the effectiveness of non-traditional learning strategies, particularly CEFR-aligned digital narrative texts. Technology-enhanced language learning and intelligence theory Gardner's doubles, among other related references, offers a solid theoretical foundation for the efficacy of non-traditional learning strategies, especially regarding CEFR-aligned digital narrative texts.

This approach offers a solid theoretical foundation for understanding how digital narrative texts can make essential contributions. It also allows the application of the principles of the Common European Framework of Reference (CEFR), which include student autonomy, technological integration, recognition of multiple intelligences, and multimedia engagement. Digital narrative texts can make a significant contribution. It also allows the application of the principles of the Common European Framework of Reference (CEFR), which include student autonomy, technology integration, recognition of multiple intelligences, and multimedia engagement for the improvement of linguistic abilities. It is also essential to understand that our brain is separated into left and right hemispheres. To realize that our brain is separated into left and right hemispheres. Traditional education focuses only on the left hemisphere of the brain, which processes mathematics and reasoning. The left hemisphere processes mathematics and reasoning. The Merdeka Curriculum aims to balance these two brain regions to encourage greater creativity. These two brain regions promote greater creativity. These two brain regions are intended to be balanced by the Merdeka Curriculum.

1.7.3 Instilling Local Culture in Language Learning

Integrating local culture into language learning seems necessary. The local culture encourages language learners to be better, creative, and productive in the target language by involving existing knowledge in their first language and culture (Ramadani, 2021, p, 7). English teaching that contains local culture also gives

learners a great desire and motivation to speak English because students become familiar with the content.

In language learning, we can better understand the local culture with "transformational learning." Integrating local culture into language learning is an approach that aims to promote and preserve the cultural heritage of a community through language learning. This approach can be implemented through the integration of local cultural elements into language teaching materials, as well as through the use of local cultural contexts in language learning activities. Integrating local culture in language learning is proven to increase learners' motivation to speak the language and build their awareness of their own local culture to be promoted in global communication (Ramadani, 2021). Therefore, by integrating local culture into the English language teaching and learning process, it is believed that learners will have intercultural awareness that facilitates overcoming intercultural communication barriers (Margana, 2009). This fits in with UNESCO's mandate that wants countries to become green economies and digital societies. Transformational learning is like gaining a deeper understanding, not just knowing. In it, we are invited to understand our culture and language, which ultimately helps us become citizens who care about the environment and are professional in digital matters. We need to transfer into our teaching the things we practice in everyday life because today, we now face interesting challenges (Lian A.P., 2022).

1.7.4 Reading for Emotion

Emotions are signals to the brain that everything we experience matters (Jayanti, 2023). Reading for Emotions is a learning tool that encourages each student to explore the range of emotions clearly in the text by using a list of emotions freely available on the Internet and to examine stages of the text that are not similar to the general generic structures introduced by genre pedagogical working under the tradition of Systemic Functional Linguistics (Bimala, 2020, p.15). The proposed correlation study between prosody and the laws of aesthetic experience is informed by the understanding that processes inform the syntactic/sequential organization of written texts. The written text makes use of diverse cognitive systems, not grammar alone. This is most likely ignored by

teachers who analyze texts only through linguistic glasses and assume that students are also doing the same (Lian et al, 2022, p.22)).

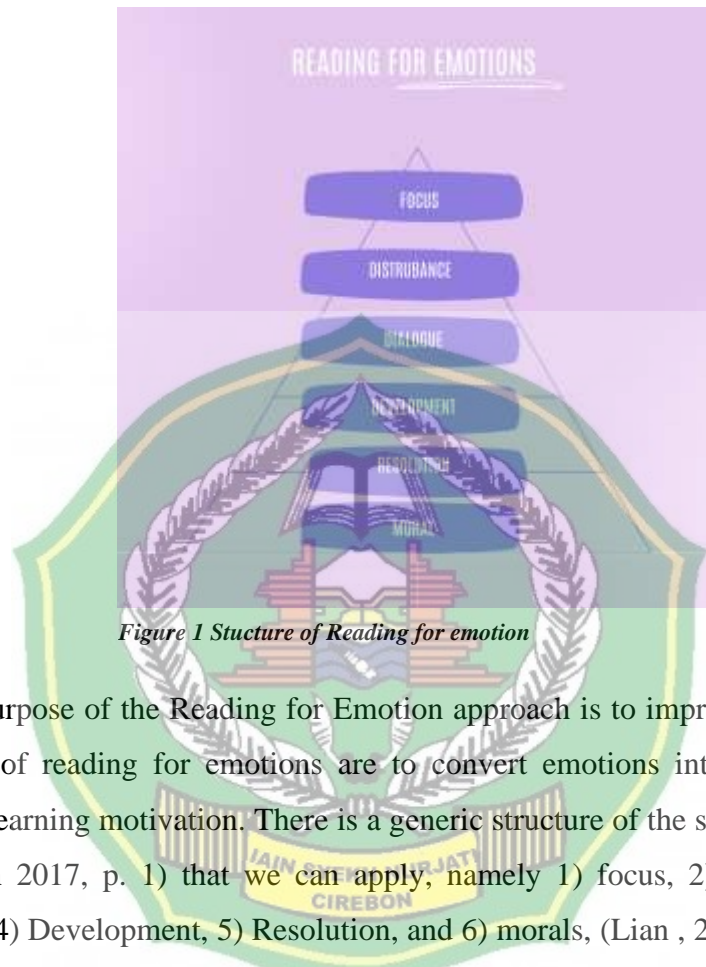


Figure 1 Structure of Reading for emotion

The purpose of the Reading for Emotion approach is to improve literacy. The workings of reading for emotions are to convert emotions into text to arouse students' learning motivation. There is a generic structure of the story proposed by (A.B Lian 2017, p. 1) that we can apply, namely 1) focus, 2) disturbance, 3) dialogue, 4) Development, 5) Resolution, and 6) morals, (Lian , 2017, p. 6) claims that paying attention to emotions allows students to engage with the text based on their experience perspective to analyze the text by comparing and contrasting what they notice in the text and why.

1.7.5 Digital Learning Resources

In In learning, we also have to implement in everyday life we can learn digital literacy with a variety of sources. The emerging gap between the new learning culture and traditional pedagogy has remained largely unaffected by technological change despite frequent reliance on modern technology. (Lian AP, 2017). Digital literacy can increase learning effectiveness, creativity, and responses. So, teachers and students must have the following three components: information

literacy (IL), information and communication technology (ICT) skills, and media literacy (ML). These components encourage us to manage information using digital technology.

In this day and age, improving instructional approaches requires understanding the role of technology in promoting personalized language experiences (Bumela, 2020). Since technology is advancing quickly, artificial intelligence may be used for nearly every aspect of daily life, including education. Artificial intelligence, however, only partially refutes the necessity of learning activities. (Fletcher, A. 2022). According to Lian, A.P on podcast Ania Lian entitled Asia CALL Conference Reflection, says = We need educators who can effectively use technology as a teaching tool because the current generation of artificial intelligence logically suggests that no computer AI has ever learned, nor will ever learn, to produce or process novelty or any other sort of story (including scripts, short fiction, and so on). By making links between students' experiences and updating existing ones, teachers can impact students' comprehension of the learning process from start to finish and preserve conceptual coherence. Regarding learning, collaboration and connection are more important than authority and control. (Samara, D. et al, 2015).

The use of digital media in different learning creates opportunities for learners to use other senses to process information, which enhances the learning experience. Neuro-scientific findings suggest that differentiated learning is more effective in encouraging students' cognitive and affective engagement, optimizing their learning outcomes, and prioritizing student-centered and adaptive learning through uninformative approaches, which have been the hallmarks of traditional pedagogy. In differentiated learning, teachers create a supportive environment where learners can learn material that matches their learning styles, preferences, and strengths. Different teaching methods can enable learners to work at their own pace and, in that way, suit their learning style, thereby enhancing the learning process. The brain is not a passive receiver of information but rather an active processor that responds to different stimuli in different ways (Lian, 2018)

1.8. Moral Values in Folklore

A person's description is measured based on these moral principles. Values in society are often forgotten in the busy modern world. According to Asyogi (2019), this pollutes their morality. A person's behavioral person's behavior also dictates the positive and negative aspects of his life. It also dictates the positive and negative aspects of his life. Folklore with a target moral purpose is very important in the modern world. It is very important in the contemporary world. Ministry of Education develops an educational culture that gives rise to moral values like this.

The government, through the Ministry of National Education, considers the Indonesian curriculum and culture. The Ministry of National Education (2010) outlines eighteen moral values, namely discipline, tolerance, honesty, religion, independent, democratic, hardworking, creativity, sense (2010), knows, nationalist, patriotic, appreciative achievement, inclusive/communicative, outline, love books., environmental care, social care, and responsibility. Eighteen moral values: discipline, tolerance, honesty, religion, independence, democratic, hard work, creativity, curious, nationalist, patriotic, respect for achievement, inclusive/communicative, peaceful, love of books, care for the environment, social care, and responsibility. moral principles are intended to serve these are intended as educational goals in developing students' character.as educational goals in developing students' character. The target goal of the Indonesian government is to include these moral principles in the curriculum. The Indonesian government is to include these moral principles in the curriculum. Based on research, the Ministry of Education upholds eight moral principles if folk tales of this kind are used as teaching materials. Research shows that the Ministry of Education upholds eight moral principles if folk tales of this kind are used as teaching materials..

1.9. The relationship between one topic with other topics

Understanding the holistic framework of language learning and its interaction with cultural, technological, and cognitive dimensions requires understanding the relationships between the topics discussed in this field of study. Learning and its interaction with cultural, technological, and cognitive dimensions involves understanding the relationships between the issues discussed and

discussed in this field of study. The discussion of the first topic regarding the application of local culture in language learning is closely related to the second topic's emphasis on transformative learning. The discussion of the application of local culture in language learning is closely related to the focus of the second topic, transformative learning. This idea is supported by the logic that a thorough understanding of local culture drives transformative learning experiences and encourages students to engage critically with their linguistic identities to support larger social and environmental goals. This is supported by the logic that transformative learning experiences are driven by a thorough understanding of local culture and encouraging students to engage critically with their linguistic identities in support of larger social and environmental goals.

Relevant references support this relationship, such as transformative learning theory, highlighting the importance of critical reflection and perspective transformation in the learning process. Transformative learning theory highlights the importance of reflection and perspective transformation in learning. Next, the third topic is cyber learning, which examines technology integration in language learning, supporting language learning, and supporting learning and transformative learning strategies. This makes sense because, when used correctly, technology can lead to life-changing experiences by providing students with an engaging and dynamic environment for learning a language and culture. An engaging and dynamic environment for learning a language and culture.

In both traditional and online learning environments, digital learning resources are used and implemented in various ways. In a variety of ways. These tools support learning in a digital environment and are intended to enhance and improve student performance. Student performance. Although digital learning resources are used to supplement traditional learning resources such as textbooks in conventional classrooms, they constitute the class "content" in a virtual learning environment. Class "content" in a virtual learning environment.

The fourth topic, the neuroscience of learning, strengthens this relationship even more. Understanding how the brain processes information to develop learning strategies that support transformative learning goals is essential.

This idea is supported by the logic of how educators can design more effective language learning experiences by using neuroscience insights to understand better the cognitive processes involved in transformative learning. This shows how educators can design more effective language learning experiences by using neuroscientific insights to understand better the cognitive processes involved in transformative learning.

This relationship is strengthened by the multisensory approach, which is discussed in the fifth topic and emphasizes the value of using various senses in the learning process. The multisensory approach, which is discussed in the fifth topic, emphasizes the value of using various senses in the learning process. Method: This one recognizes the diversity of how people understand and process information, which is in line with neuroscience and transformative learning. The way people understand and process information is in line with neuroscience and transformative learning. Relevant sources, such as the theory of multiple intelligences and the theory of intelligence, support the claim that multisensory teaching can accommodate a variety of cognitive styles and produce a very positive language learning experience. Support the claim that multisensory teaching can accommodate a variety of cognitive styles and produce a very positive language learning experience.

A sixth topic, emphasizing empathy and well-being, finally emerged, bringing the overall framework to completion—the framework. In accordance with the transformative and culturally rich experiences discussed in the previous topics, I think a learning atmosphere that is fun and full of affection is very important for successful language acquisition. Transformative and culturally rich experiences discussed in the previous topic, I think a fun and loving learning atmosphere is essential for successful language acquisition. References that highlight the relationship between successful language acquisition and emotional well-being (Dewaele & Alfawzan, 2018) support this belief. Successful language mastery and emotional well-being (Dewaele & Alfawzan, 2018) support this belief.

In summary, the relationships between these subjects create a logical and interconnected structure for understanding language acquisition in cultural,

technological, cognitive, and welfare environments. These subjects create a logical and interconnected structure for understanding language acquisition in cultural and technological environments and cognitive and broader well-being. This offers a strong foundation for in-depth investigation of language learning in this field of study because relevant references support its logical relationships. An in-depth investigation of language learning in this field is studied because relevant references support its logical relationships

1.10. Previous Studies

Development of Digital Learning Media for Nonfiction Texts on Class IV Elementary School Students' Narrative Writing Skills is an article published in 2021 by Astuti et al. Citing previous research, the research examines how elementary school students' abilities in writing stories can be improved by using digital learning resources. Material is not the main focus of this research. Creation of digital learning resources for nonfiction narrative writing, my research fills this gap.

Teaching techniques that develop successful teaching strategies have been assisted by research and development studies in the field of education. I have been assisted by research and development studies in the field of education. However, nonfiction texts have received less attention. Attention. Work Creating digital learning materials learning materials to compose nonfiction narratives, adding the field of educational research and development, and emphasizing moral principles to compiling nonfiction narratives, adding to the field of educational research and development, and emphasizing moral principles

Research has made progress in improving story writing abilities but has yet to discuss nonfiction texts specifically. To close this gap, my research created digital learning resources specifically designed to help fourth-grade students write nonfiction stories. School teachers can benefit from the different and useful contributions offered by my research.

Nugraha (2015) conducted follow-up research closely related to the creation of folklore-based narrative reading materials, which demonstrated the shared goal of improving reading comprehension through culturally relevant content. This is closely related to the creation of folklore-based narrative reading materials,

demonstrating the shared goal of improving reading comprehension through culturally relevant content. Research gaps were discovered by Nugraha and Nugraha (2015) when they investigated the creation of digital storybooks that follow cultural narratives to improve students' narrative reading abilities— discovered by Nugraha (2015) when they investigated the creation of digital storybooks that follow cultural narratives to improve students' abilities to read student narratives.

This study, which focuses specifically on West Kalimantan folklore, still has several gaps. Those that specifically focus on West Kalimantan folklore have several clear gaps. These studies are useful in understanding how narrative reading materials should be designed; in these studies, there is less focus on the particular area that I am studying. Understanding how narrative reading materials should be designed, but less focus on the particular area that I am studying. For command to close this gap, my research, which focuses on West Kalimantan folklore, provides material that is contextually appropriate and culturally relevant. My research, which focuses on West Kalimantan folklore, provides material that is contextually appropriate and relevant to culture.

Based on contrasting and comparing previous research, it is clear that my work adds something special by focusing on a particular cultural context — West Kalimantan folklore. My research investigation into West Kalimantan's Kalimantan folklore is to be used as a teaching tool for narrative reading within a different cultural framework. Although previous research proves the importance of narrative reading materials that are rooted in culture, my research goes beyond this understanding. to offer it as a useful teaching tool for narrative reading within these different cultural frameworks. Although previous research attests to the importance of narrative reading materials that are rooted in culture, my research goes beyond this understanding.

Apart from that, Inderawati's research (2022) is relevant to the creation of educational reading materials that emphasize narrative texts rooted in regional culture. (2022) is relevant to the creation of educational reading materials that emphasize narrative texts rooted in regional culture. By investigating the creation

of educational reading materials that use folk tales from traditional culture to help secondary folklore students become better readers. From traditional culture to help secondary school students become better readers.

The lack of emphasis on specific regional cultures, as with the lyrical narrative of Siti Zubaidah from South Sumatra in your research, indicates a serious gap in this research. This study adds a unique dimension to the development of instructional reading materials but also highlights the local culture that you learn. The research intends to close this gap by introducing narrative texts into educational reading materials based on regional culture, especially South Sumatra.

By comparing and contrasting previous research, it is clear that your research adds something new by concentrating on a particular local cultural context — the poetic narrative of Siti Zubaidah from South Sumatra. Your study adds something new by concentrating on a particular local cultural context — Siti Zubaidah's poetic narrative from South Sumatra. The lack of emphasis on specific regional cultures, as with the lyrical narrative of Siti Zubaidah from South Sumatra in your research, indicates a serious gap in this research. This study adds a unique dimension to the development of instructional reading materials but also highlights the local culture that you learn. The research intends to close this gap by introducing narrative texts into educational reading materials based on regional culture, especially South Sumatra.

By comparing and contrasting previous research, it is clear that your research adds something new by concentrating on a particular local cultural context — the poetic narrative of Siti Zubaidah from South Sumatra. Your study adds something new by concentrating on a particular local cultural context — Siti Zubaidah's poetic narrative from South Sumatra. By concentrating on these stories, my research closes the gap in the literature. It advances the field by providing more sophisticated methods for creating educational reading materials that are relevant to the cultural context of South Sumatra. My research closes the gap in the literature. It advances the field by providing a more sophisticated method to create educational reading materials that are relevant to the cultural context of South Sumatra. The

study is positioned as an important first step towards producing new research thanks to this original contribution.

1.11. Frame of thought

The thinking framework integrates educational technology, cultural values, and language learning theory to create a strong foundation for analyzing and creating new and efficient teaching strategies.

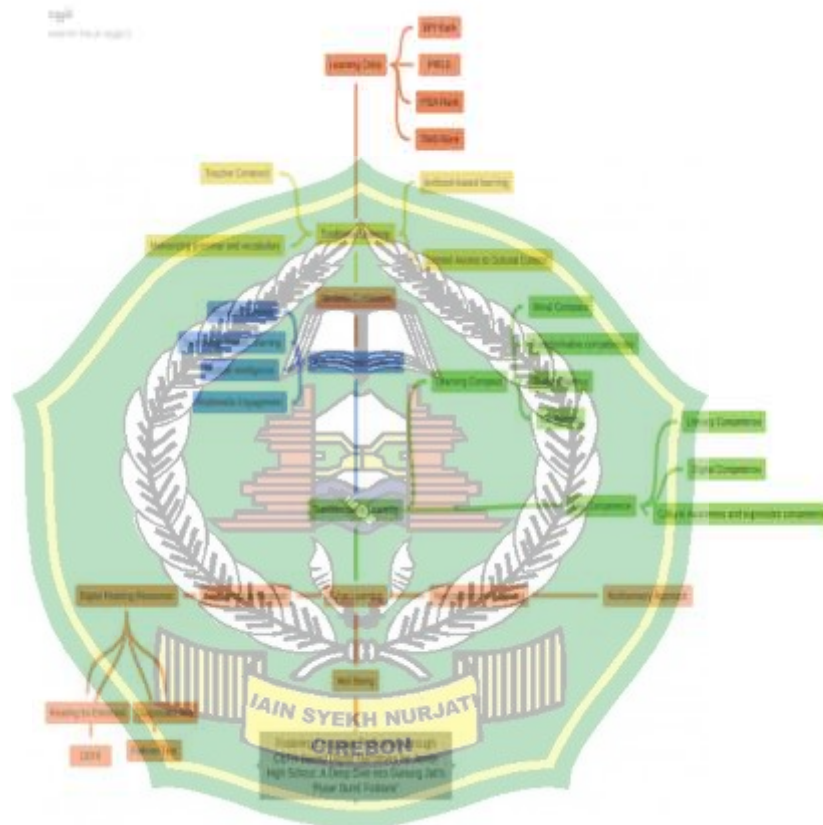


Figure 1.1 Frame of thought

1.12. Research Method

1.12.1. Research design and steps of the research

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

1.12.2. Research Design and Research Steps

This research uses a qualitative approach. Qualitative research is multimethod in its focus, involving an interpretive, naturalistic approach to its

subject matter (Borg et al. 1, 2003, p.24) and using research and development research design. Research and development (R&D) design will be used in this research to develop neuroscience-based learning modules. The development of this neuroscience-based module aims to introduce new methods that are appropriate to the way humans learn. The learning principles in the modules developed will focus on English language learning, which is no longer based on memorizing vocabulary and grammar. Therefore, the learning principles in this module will focus on learning critical literacy in the form of story thinking (narrative text). R&D consists of creative and systematic work carried out to increase the stock of knowledge – including knowledge about people, culture, and society – and to design new applications of available knowledge (OECD, 2015, p.36).

The conditions that must exist for an activity called R&D are as follows: novel, creative, uncertain, methodical, transferable, and reproducible. The products I make also conform to these requirements. This is evidenced by the product I produced entitled "Fostering Language Proficiency through CEFR-Based Digital Narratives for Junior High School: A Deep Dive into Gunung Jati's 'Puser Bumi' Folklore," has successfully met various necessary criteria. First, this product can be categorized as a novel, incorporating interesting and informative narrative elements. Creativity is also a strong point in the development of this product, with an emphasis on applying technology and artificial intelligence to enrich the learning experience.

The product's openness and flexibility are advantages, allowing customization for diverse learning needs. In addition, the systematic approach is evident in a carefully designed narrative structure, ensuring an organized and coherent learning experience. Last but not least, the product is transferable and reproducible, supporting broad access to Gunung Jati folklore-based learning materials. Thus, this product not only meets but also exceeds the established requirements.

R&D consists of three main activities: research, theory, and experimental development. Research is systematic work to acquire new knowledge about phenomena and facts without special application or application in practice. Theory

is the application of knowledge from research and practice, while practice is the application of knowledge to improve or improve a product or process (OECD, 2015, p.37). In his book, Borg & Gall (1983: 775) proposed ten steps in conducting the R&D method.

1.12.3. Sources and types of data

Data sources come from many sources. The main data were collected from the location of research and observation of the application of digital learning resources. Supporting data comes from existing documents and some references. Researchers choose data sources because they need data sources that are relevant to the research topic. Data was collected from various journals, books, articles, and interviews. This type of data focuses on qualitative data.

1.12.4. Data collection techniques and instruments

Data collection techniques in this study are literature review, interview, observation, and questionnaire. Data collection was done through story analysis, CEFR analysis, Reading for Emotion analysis, product testing, and then conducting interviews after students and teachers implemented the product.

1) Literature Review

Due to its ability to provide a comprehensive overview of previous research and to summarize current knowledge, the literature review method was chosen for data collection in this study. A review of previous research strengthens the theoretical basis and places the research in a known context.

Education experts were sought using a validation questionnaire as the tool of choice. This decision is based on the need for a structured tool to evaluate the impact of CEFR-based digital narratives on language proficiency.

The study appendix contains a detailed explanation of the specifications of the validation questionnaire, including its design, questions, and rating scales.

The links provided allow access to this complete tool, which promotes transparency and makes it easier for other researchers to replicate the research. Regarding the specifications of this instrument, in order to trust research findings and analyze data collection procedures, have a thorough understanding of the

specifications of this instrument to trust research findings and analyze data collection procedures

2) Interview

Interviews are the data collection method used in this research, which involves open discussions between respondents and researchers. Data collection used in this research is through open discussions between respondents and researchers. This decision was made in order to obtain in-depth knowledge about the impact of digital narratives based on the Common European Framework of Reference (CEFR) on students' language skills, as well as direct knowledge from media and education experts. To obtain in-depth knowledge about the impact of digital narratives based on the Common European Framework of Reference (CEFR) on students' language proficiency, as well as direct knowledge from media and education experts. Through in-depth discussion of respondents' opinions and experiences during interviews, researchers can build a rich context for in-depth understanding. Respondents during interviews, researchers can build rich context for in-depth understanding. It is important to ask questions and receive responses.

Typical conversation. Reasons for that in the context of qualitative research. Interact and express their opinions during interviews. In addition, individuals participating in the survey have the option to share their perspectives and share their perspectives and analyze certain analyses (Monday, 2019). certain circumstances (Monday, 2019). According to Alwasilah (2002), p. 110, effective communication is communication, which is planned interaction and interviews conducted to collect information or data needed to achieve research objectives. Planned interactions and interviews were conducted to collect information or data needed to fulfill research objectives. An observer needs to plan carefully so that the questions they ask respondents are relevant and unrelated to the research objectives. So that the questions they ask respondents are relevant and unrelated to the objectives of the study. The opinions of survey informants are taken into consideration when selecting data collection methods, and interviews may make it more difficult for respondents to write or speak their native language than informants initially believe. This is also a consideration when selecting data collection methods, and interviews

may make it more difficult for respondents to write or speak their native language than informants initially believe. If the interview consists of 17 questions regarding the quality of digital learning materials and ten questions regarding student interview questions, then this can also be used. The interview consists of 17 questions regarding the quality of digital learning materials and 10 questions regarding student interview questions. It can be utilized. Adapted from Helyanti (2022) for interview questions: A qualitative approach that prioritizes individual experience and contextual understanding supports the choice of interview techniques as a data collection method. Responds to the particular dynamics of each interaction during the interview, capturing subtleties that may be overlooked when collecting quantitative data.

To ensure consistency and focus in data collection, guidelines or structured questions are necessary when selecting interview instruments. The need to direct the discussion and ensure each interview covers research-related topics is the basis of this choice. The research appendix contains a detailed description of the interview guide, including the questions asked. Contains a detailed description of the contents of the interview guide, including the questions asked. To ensure transparency and ease of use, the complete interview guide can be viewed by clicking on the link provided in the attachment. Researchers who wish to use the same approach or carry out research replication can refer to this. This comprehensive instrument specification is a guide.

3) **Questionnaire**

A questionnaire serves as a pivotal instrument in the process of data collection, offering researchers a structured method to gather information from respondents. It typically consists of a series of written questions carefully crafted to elicit specific information relevant to the research objectives. These questions are designed to capture the perspectives, experiences, opinions, and behaviors of the respondents regarding the topic under investigation.

As mentioned by Ramli (2020), a questionnaire essentially functions as a document outlining a set of inquiries that researchers seek answers to in relation to the problem at hand. This implies that the questions included in the questionnaire

are strategically formulated to address the research objectives and hypotheses. By providing a standardized set of questions, a questionnaire ensures consistency in data collection, enabling researchers to gather information from a diverse range of participants systematically.

One of the primary objectives of using a questionnaire as a data collection technique is to acquire valid and reliable data. Validity refers to the extent to which the questionnaire measures what it intends to measure, ensuring that the responses accurately reflect the intended constructs or variables under study. Meanwhile, reliability concerns the consistency and stability of the questionnaire in producing consistent results over time and across different samples.

A well-designed questionnaire enables researchers to gather quantitative or qualitative data, depending on the nature of the research inquiry. Quantitative questionnaires typically consist of closed-ended questions with predefined response options, allowing for the systematic collection of numerical data for statistical analysis. On the other hand, qualitative questionnaires may include open-ended questions, providing respondents with the opportunity to express their thoughts and opinions in their own words, thus yielding rich, descriptive data.

A questionnaire serves as a vital tool in the data collection process, facilitating the acquisition of valid and reliable information essential for research purposes. By regularly gathering responses from respondents, researchers can gain valuable insights, test hypotheses, and contribute to the advancement of knowledge in their respective fields.

4) Observation

The researcher conducted classroom observations regarding the use of digital learning resources in a learning environment. Naturalistic inquiry is used to collect observational data to provide insight into the way people share systems of meaning.

1.12.5. Data analysis techniques

The thematic analysis method will be applied to the data above. will be applied to the data above. Thematic analysis, according to Braun & Clarke (2012), is a technique for testing qualitative data that involves reading collections of data and looking for important patterns to identify themes. According to Braun & Clarke

(2012), it is a technique for testing qualitative data that involves reading collections of data and searching for important patterns to identify themes. In this active reflexive process, the subjective experience of the researcher is very important for understanding the data. In the reflexive process, the subjective experience of the researcher is very important for understanding the data. The characteristic of qualitative research is thematic analysis research. The focus is that thematic analysis is identifying, analyzing, and interpreting patterns in qualitative data. This analysis made our examination of qualitative data possible.

When referring to a collection of texts, an interview, an interview, or a duplicate copy the word is usually used. A duplicate copy is usually used. This research investigates English teachers' opinions regarding the implementation of the "Independent Curriculum" in secondary schools in Indonesia through the use of thematic analysis. Implementation of the "Independent Curriculum" in secondary schools in Indonesia through the use of thematic analysis. Semi-structured interviews are the primary method researchers use to collect data, which is then analyzed rigorously using data introduction, initial coding, theme development, theme review, defining and naming themes, and report creation. It is the primary method researchers use to collect data. It is then carefully analyzed using data introduction, initial coding, theme development, theme review, theme definition and naming, and report creation. Each transcript was coded for thematic analysis in this study, and once codes were obtained, they were evaluated to determine which codes were relevant to the investigation.

1.12.6. Research Timeline

To ensure optimal results, the results of this research will be carried out in several well-structured stages. It will be carried out in several well-structured stages. This research timeline will facilitate the smooth running of research and provide valuable results for the progress of technology-based language learning approaches. This research timeline will facilitate the smooth running of research and provide valuable results for the progress of technology-based language learning approaches.

No	Activities	Timeline				
		December	January	February	March	April
1.	Apply Proposal					
2.	Proposal Seminar					
3.	Do Research					
4.	Collecting Data					
5.	Analyzing Data					
6.	Completing the Thesis Writing					

Table 1 Research Timeline

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