CHAPTER V
THE STUDENTS' EXPERIENCES AND PERSPECTIVE REGARDING THE DIGITAL LEARNING RESOURCES IN ENGLISH CLASS

This chapter discusses the students' experiences and perspective about the products of "Digital Learning Resources" after using it in English class. This is the natural responses from each student based on their self-reflection during the learning. They explain their experiences and views that can provide insights for readers.

5.1 Research Finding

The findings from this chapter are data from Questionnaire. The Respondents consist of 25 Students in 8A class at SMPN 1 Plered. The respondents were given ten open-ended questions and they answered via Google Form. Then, the researcher processed the questionnaire data using thematic analysis to determine the responses that were Positive, Neutral and Negative. The researcher also provided the reflection of the three response categories.

5.1.1 Student's Profiles

8A class consists of students who have high enthusiasm for new things. They are a cheerful class. The researcher found that some of students still use their local language to communicate with friends. The English teacher also still uses Indonesian when teaching English. Students are not allowed to bring phones every day at school, but they like learning English using the digital way. They have studied narrative text and they like stories, but they don't know where their English level is. The results of English language ability of students in 8A are different, but it is still in the basic level category, but they are still enthusiastic and willing to try new things, especially for the girls.

5.1.2 Thematic Analysis

This section describes the thematic analysis of the Questionnaire data response from 25 students as users of digital learning resources including the digital illustrated storybook of "Masjid Keramat Megu". The theme analysis as follows:

Figure 5. 1 Thematic Analysis of Students' responses
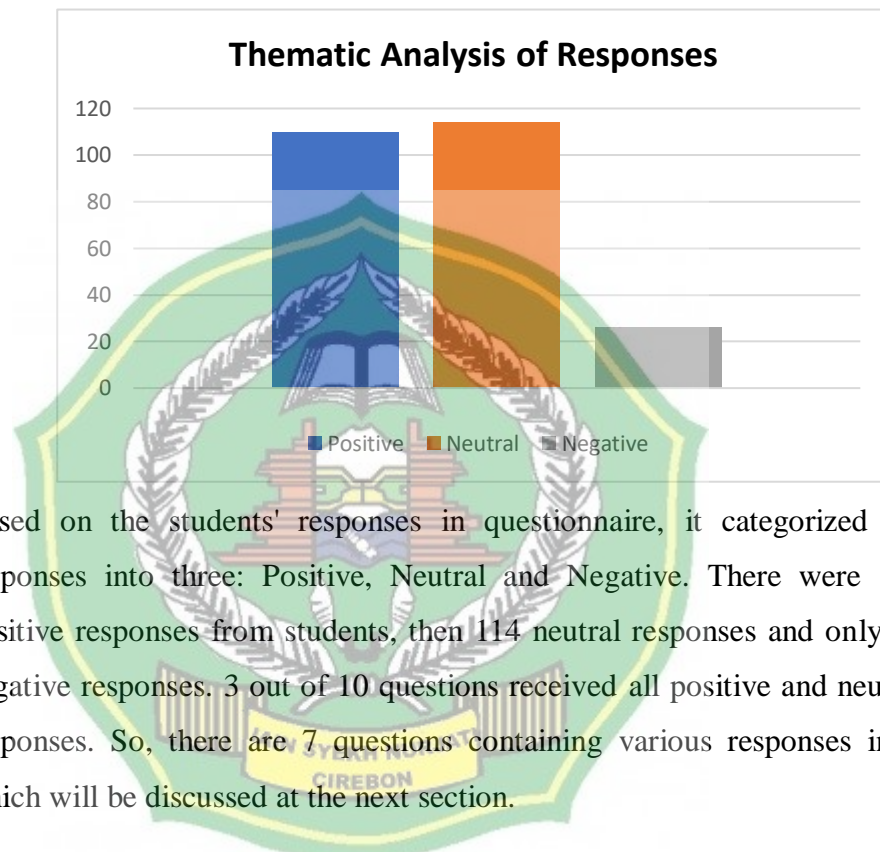
Based on the students' responses in questionnaire, it categorized the responses into three: Positive, Neutral and Negative. There were 110 positive responses from students, then 114 neutral responses and only 26 negative responses. 3 out of 10 questions received all positive and neutral responses. So, there are 7 questions containing various responses in it which will be discussed at the next section.

5.1.3 The Reflective of Questionnaire Response from Students

From a total of 10 questions *(See Appendix 5)*, the researcher had reflections on 7 questions which had various student responses including "Positive, Neutral, Negative". So, this is the reflection of the 7 questions as follows:

Table 5. 1 The Students' Responses

Question	Positive	Neutral	Negative
Question 1	• Yes,	• It's very	No, because I still

	because I'm familiar with the vocabulary • Yes, no worries because the text is short form • yes, because the reading time is more quickly, not a long time and get bored • There are many words that I know it's meaning in the story • Yes, because the story is easier to understand	helpful • It helps but a little, because English still difficult for me • Yes, because if there are no levels it will be more difficult to learn English • Yes, because I'm not mastery English	not really understand English
Question 3	• Because it's simple and easy to bring • YES because when I use technology such as my phone will become	• Interested in learning with phones, I think all of my friends have it • Yes, it's fun • I'm interested	• No, because technology can make students lazy to write, they use it to play games. • No,

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	• easier to find learning information • interested, because phones have a lot of information, we can learn individually by ourselves • Yes, because it can create students' learning more enjoyable • Yes, it's very simple and saves time	• Yes, it's easier • Yes, because it's up to date following the era	because my phone is not compatible, get a lag • No, sometimes need many quota
Question 4	• I feel comfort to read because the illustrations are good and help me understand the story • It's quite good, interesting and exciting, and I don't need to spend	• It's good, but sometimes complicated because my phone is lagging • Learning English with story is not getting bored • It's Very good • Fun and enjoyable • Yeah, just comfortab	• too difficult • I don't know

	money to buy the book • There are happy and sad stories with many values • Good, I can download and read at home first • This story book provides a lot of insights about history and culture of Cirebon but translate into English, Cool!!	le because it adjusts the level	
Question 5	• All the illustrations make me interested to know more about it. • There is complete material on the website: Reading for emotions, it's example,	• It's amazing, but I haven't time to try all feature yet • Happy and it's easy, but my group is bad in teamwork • I already knew this place in Megu	• I don't know, I'm confused • Complicated • It's difficult because the websites using English • No comment • My experience was quite

	sample expression of emotions so I can open it if I forget while doing exercise - Apart from history, there are also many stories that have religious and traditional values to remind us as today's generation - This is something new for me and my friends to add insight and experience using the website - I like the story that you created, because there is happiness, sadness, poorness, annoyance, I	village but I didn't know its history, from this book I know. - I'm still not fluent in English, but it's fun to use this. - It's very fun in class because after reading there will be discussion and giving prizes	difficult, because the websites were all in English

	following my feelings		
Question 6	• Interesting because I take audio test during the diagnostic test, it's my first time • I am interested in something new with pictures • Because of the place is in my own area so I'm interested • Fun! I can learn English at school via phone • Amazing because it is complete in it, there are tests too	• Happy and exciting • Exciting but a bit tense because this is my first experience learning English by a website • If there was a video in the book to watch, it might be more interesting • Easier, but must use quota • Easier to use digital	• I'm not interested because there are still many English words that I don't know the meaning • I'm not like reading • I'm dizzy, there are too many text
Question 7	• I get the moral clearly • I can imagine and free to guess what's next	• Make the story's exciting • It can add experience • Dialogue, focus, moral are the parts	• I don't know it's benefit • I don't clearly understand all of this • I feel as

	• I can more easily create stories using the reading for emotion sequence • there are feelings 🙂😊🥴 when reading the story • I can feel different emotions	that I like about stories that use Reading for emotion	usual
Question 8	• Stay be friends even if you have different opinions, guys! • In the story, we have to be polite, so in my day I will be more polite to other people • Of course, we must be good-young-people • Maintain our attitude wherever we are	• Maybe yes, it just depends later • Not yet	• No • No • No • I'm a stubborn person, so it took a long time to influence me

	• Yes, when I read the story of Curakan tradition, I learned about giving alms to people in need and not being arrogant. • Yes, I don't want to be stingy anymore		

5.2 Discussion of Students Responses

Based on the questionnaire results from 25 respondents in 8A at SMPN 1 Plered, the researcher found seven questions that were interesting to discuss, because each of them had various responses in it. The first question (Question number 1) is about their opinion regarding the CEFR level adjustment in English text *(See Appendix 5)*. The examples for positive responses are that they admitted that they were helped by adjusting the CEFR level, because they felt it was easy and familiar with the vocabulary, no worries because the text was short so the reading time more quickly and didn't get bored, so the story was also easy to understand. Then, the examples of Neutral Response still support the CEFR level adjustment, they say it's very helpful even though this respondent still difficult in English. According to others, if there were no levels it would be even more difficult. Meanwhile, there was one response which stated a negative statement, according to him, having the CEFR level still did not help, because he was still weak in English.

The second question (Question number 3) is about their views on whether they are interested in using technology (e.g phones) in learning. The examples for positive responses are that they answered interested because

phones are practical (easy to bring and save time), from phones there is also a lot of information and knowledge that can be searched for and studied independently, phones can also make the learning class more enjoyable. Then, the examples of Neutral Response still give a good impression of technology for learning. They feel interested, happy and easy to use phones. Additionally, in this day to keep up to date, you must have a phone and you can use it for learning. However, there are 3 negative views regarding it. There are those who think that technology will make students lazy, for example the boys in class prefer playing games rather than taking part in lessons. There are also those who are not interested in learning with technology because the technological tools himself are not advanced and internet quota problems.

The third question (Question number 4) concerns their opinion about the product created by the researcher, the digital illustrated book used in English learning. The positive responses were that they felt comfortable reading it and were helped by the illustrations in the story. This product is considered good, interesting and exciting because there are many kinds of stories with values in it that can arouse their feelings, thinking, add insight about history and local culture which are packaged in English. With this digital product they are no need to spend money to buy the book, it can be downloaded and read at home or anywhere. Then, neutral responses from some students said this product was very good, fun, enjoyable and comfortable because learning English through stories didn't get boring, especially as the stories were adapted to each level, but the problem of phones is disruption sometimes and made complicated. Meanwhile, there were two negative responses that said this product was too difficult for him but did not explain which difficulty it was and there were also those who could not respond at all.

The fourth question (Question number 5) regarding re-telling their experiences using this digital English learning resources (website) & (digital storybook "Masjid Keramat Megu") in class. The Positive responses were that they said this was something new for them as to broaden their knowledge and experience of using the website, the illustrations on the website and the

digital storybook could also attract and arouse their curiosity to know more in learning. They also tell again that there is a complete explanation about Reading for Emotion on the website, so it can help them while doing exercise. There are also many stories in the digital book, apart from history, there are stories with religious and traditional values that can remind us as today's generation in this era how we should behave and the book has aligned with Reading for emotion so that students claim to be able to follow their feelings when read. They can feel happiness, sadness or even poorness. Then, for neutral response from some students, they said this product was amazing, but they had not explored all on the website because they had limited time. They are also happy because this learning media is easy, but when doing assignments her group lacks teamwork, especially for boys. There are also students who have been to the "Megu Sacred Mosque" which is used as the theme centre for this digital story book, but she doesn't know the history and so on, so through this book she knows. For some students who are not fluent in English, they also admit that they still have fun using this, adding that the teaching method is fun in class by giving small rewards during discussion sessions. However, some negative responses remain. Some students cannot retell their experiences during English class, they say they don't know, are confused, and are complicated. There were also those who admitted that it was very difficult to take part in learning because the websites were all in English.

The fifth question (Question number 6) is about their impression of the product "Digital storybook or Website" for learning English. The positive responses are that all of them are interested in this product because it brings something new for them, such as learning full English using a phone at school, audio question models in diagnostic tests, then lots of interesting illustrations and also according to them this website has complete features. There are also those who are interested because the object that is choose as the centre of storybook is nearby, around the Cirebon area. For the Neutral responses, they also admitted that they were happy and exciting learning to

use this product, although some felt nervous because of their first experience using the website. There were also those who gave suggestion, if the story book included a video, it would be more interesting. They think this product makes it easier because it is digital, but there are a few who complain that it requires a quota. However, there were several negative responses which stated that he was not very interested because he really lacked English language ability, there is also those who really didn't like reading and there was said that get dizzy because there was too much text.

The sixth question (Question number 7) is about the benefits they feel from applying Reading for Emotion in English story texts. The sample of Positive responses states that by aligning RFE, they can get a clear moral from the story, can imagine and guess what will happen next in the story, can feel different emotions when reading the story and can also more easily create stories using these stages. Then, the sample of neutral responses stated that this RFE made the story exciting and added to their experience. However, the sample of bad responses, some of them don't know what benefits they can experience because they don't understand clearly, so they feel just normal as usual.

The last question (Question number 8) is about their self-reflection from the stories they read and their real life by providing examples or statements. The positive responses are that remind to keep the friendship even if you have different opinions. Then, there are those who remember the values of the story, so that they want to change to be like that in the real world (be polite, not be arrogant, not be stingy anymore and always give alms), there are those who remind them to maintain their attitude wherever they are and always be a good-young-people. Then, for the neutral responses, someone said he was actually wanting to do in real life as in the story, but it depended on the situation later and there were those who said not yet, but it can still have the possibility to change. Meanwhile, the sample of negative responses stated that they were not at all moved by the story and claimed to be stubborn people, so it would be difficult to influence herself.

After collecting and analyzing the data of students' responses, it can be concluded that student responses are still categorized as positive. From the total of 10 questions, 3 questions contained positive responses for all 25 respondents. Although these 7 questions have various responses in it, "Positive, Neutral & Negative" but overall, there are still many positive points. Followed by neutral points that still keep the supporting category. Only some negative responses from students who actually just need more effort to support their inner motivation and personal character. Because one of them stated that they didn't like reading and some of them felt defeated by their fears so they gave up their abilities until they had difficulty to express, retelling and asking questions even though they didn't fully understand or confused. There are also some negative responses that can be improved by the teacher's role as a companion during learning, so that students do not misuse technology during learning. Then, there are negative responses that researcher need to improve regarding the product, the website can be added in Indonesian to make it easier. The differences responses from each respondent help broaden insights of experiences and perspectives about the products.