CHAPTER I

INTRODUCTION

The research conducted is covered in this chapter. This section covers the research background, identification of phenomenon, delimitation, and focus of the research, research question, aims of the research, significances of the research, theoretical foundation, previous research, frame of thought, and research method.

1.1 Research Background

The curriculum in Indonesia often changes according to the times, this has been stated since 1994. In the 2004 curriculum or what is usually called *Kurikulum Berbasis Kompetensi* (KBK), the learning system already has a genre-based approach, until the latest is the curriculum 2013, and currently the independent curriculum (Maryanti, 2023). However, the genre-based approach in Indonesia has not been successful due to the lack of teacher socialization of students regarding the text genre approach (Sudimantara, 2021). Teachers in Indonesia still use traditional learning where learning still focuses on memorization, which usually in learning English students are more focused on memorizing grammar and vocabulary (Diyah & Sudimantara, & Ikawati, 2021) . Even though grammar also helps students understand a sentence, grammar is not always to be focused on and relied on when learning English, this statement is contained in Lian's podcast entitled "English Language Teaching and Learning". This is always done almost every time we teach, resulting in students' approaches to text genres being lacking. This causes a lack of genre-based approaches and can lock students' creativity in learning.

The issue states that Indonesian teachers often use traditional learning methods in schools, so there is a significant decline in the quality of learning in Indonesia, as reflected in the Program for International Students Assessment (PISA) data in 2022 which shows that Indonesia is ranked in literacy to 68th (OECD, 2023). Not only reflected in the 2022 PISA data but also EF EPI (English Proficiency Index) data in 2023, Indonesia is ranked 79th out of 113 countries with a score of

474 (EF Education First, 2022). This problem is related to the education system that uses traditional learning. So English education in Indonesia is very worrying. To overcome this problem, Indonesia implemented an emancipation curriculum that aims to transform learning in Indonesia (Ellen, K.K., & Sudimantara, 2023). One of the actions in transformative learning in learning is creating a new, innovative pedagogy.
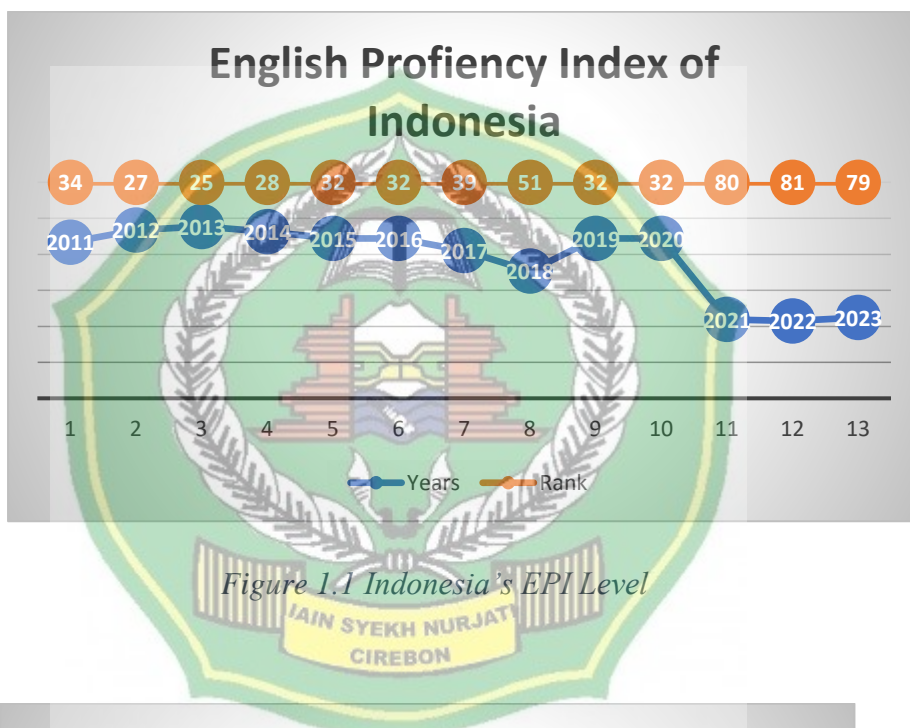

Figure 1.1 Indonesia's EPI Level

Figure 2.2 Indonesia's PISA Level

This is in line with several researchers who discuss new pedagogy to be applied in education in Indonesia. This was stated by Sudimantara (2021) stating that transformative learning in learning needs to be improved and the pedagogical system must also be changed so that learning is focused on students and students explore more understanding. wider. Not only, research conducted by Khedkar & Nair (2015) stated that in the new pedagogy, learning is not only from the material in the classroom but can relate to problems in the surrounding environment, and learning is adjusted to students' abilities. Introducing digital resources in learning is also very necessary, this aims to increase educational transformation. Research conducted by Lian & Yunus (2016) stated that teachers in Indonesia are required to understand transformative understanding in pedagogy from the teaching methods they apply to students.

From this research, there are several important points that serve as the background for this research, namely first, education in Indonesia requires innovation in learning to improve the quality of learning in Indonesia. English teachers in Indonesia need to pay attention to this, so that they can create interesting and innovative learning, and can transform it into non-traditional learning. Second, learning must be adapted to student abilities and student learning models. Therefore, serious efforts are needed to make improvements in learning. An independent curriculum must also be CEFR-based, holistic, and paradigm-based (Indriyani & Sudimantara, 2023). Teachers in Indonesia must explore knowledge about CEFR. Because CEFR can help students learn according to their English language skills. Because in CEFR there are several levels in English starting from beginner level (A1), elementary level (A2), intermediate level (B1), upper intermediate level (B2), advanced level (C1), and professional level (C2) (Figueras et al., 2022). With this, students can adjust English learning according to their level. Third, teachers must carry out pedagogical transformation. Learning English should not involve memorizing grammar and vocabulary but must be balanced with learning stories. Because when someone listens to a story, changes occur in the brain hemispheres which experience significant changes, namely in the nervous and chemical parts (Julaiha, 2022). Not only that, the human brain is more active and

can think critically when listening to stories and reading (Fitri Jayanti & Sudimantara, 2023).

Several points that have been explained in the research above serve as a reference for this research. This research is devoted to recounting text which brings up existing historical stories. Seeing that story learning in the previous curriculum was often ignored. This can result in a decrease in students' enthusiasm for increased literacy. Therefore, researchers use digital recount text. In recount text, you can also use RFE (Reading for Emotion) approach. RFE is a method suitable for use in story texts (A. Lian, 2017). According to Lian's podcast on the reading for emotions workshop 3rd, using RFE makes students understand the text better and better understand the emotions in each sentence of the story.

This research aims to apply non-traditional learning, which is contained in historical recount text provided at several CEFR levels and uses reading for emotion in the story writing. The stories used in the research are folk tales from the Suranenggala area, Cirebon Regency. The researcher presented the story in a factual recount type because the story was presented in the form of facts told by local community figures. The reason researchers use stories is because stories can increase empathy (Fletcher, 2016). Stories can also increase a person's imagination and emotions when reading them (Martinez-Conde et al., 2019). This research focus on high school students in Cirebon through digital technology-based learning. In Lian's podcast which discusses *"CALL History, Development, and Future Directions"* education in Indonesia is still at a stage where technology is used incompletely and is still shallow. Digital technology has an important role in improving the teaching and learning process (Sudimantara, 2023). So, learning in Indonesia needs to transform from now on, especially to create new pedagogy by developing digital text based on CEFR from recorded historical texts. It is hoped that this will improve students' literacy skills and the quality of their English learning.

1.2 Identification of the Issue

In this research, several big problems are being faced by education in Indonesia. Education in Indonesia needs to be paid attention to, because there are still many problems that always occur, especially in learning English, and the following are some of the problems in the learning process in Indonesia:

1) The learning crisis is causing Indonesia's EPI and PISA to be low

2) The quality of learning is still not optimal

3) Teachers often use traditional learning

4) Teachers have not implemented optimally digital media in learning

To respond to the above problem, researchers developed holistic digital literacy learning resources, as learning materials that can focus on students, and students can explore independently from these digital resources. This was stated by A.-P. Lian & Lian (2014) state that students must be more active and communicative, while the teacher's job is only to act as a facilitator in learning. So, teachers must apply holistic learning to students. Through digital resources based on CEFR levels, students can adjust their English language skills according to their level. The technological context in learning resources is also very important to implement in the 21st century for language learning and creating better learning pedagogy (Sudimantara, 2020). The digital resources that researchers developed are based on CEFR on recount text using reading for emotion. So, by developing digital resources based on CEFR in recount texts, students can improve their literacy more innovatively and can utilize technology as a learning resource (Ayuningtyas, 2023).

1.3 Delimitation and Focus of the Research

Due to the limitations of this research, this research only focuses on developing digital text on historical recount text based on CEFR. Developing digital resources based on CEFR can have an impact on students which makes learning holistic. Holistic learning can also support learning by activating the multisensorial system in the body (Sudimantara, 2020). So, regarding the material from the story, the researcher took folklore from the Cirebon Regency area to be used as a story included

in the historical recount text. Stories can inspire and make an experience come alive, so stories can attract learning in English to transform into non-traditional learning (Huber et al., 2013). This research was conducted at high schools in the Cirebon area. With this research, there are several points that must be considered for the purposes of this research:

1) Students can increase literacy significantly.
2) Learning is more holistic.
3) Learning is transformed into non-traditional learning.
4) Digital media can be actively integrated into the learning process.

1.4 Research Questions

This section outlines key questions that will guide the direction of the research, focusing on the investigation of digital learning resources developed by researchers for English language learning, namely:

1) How is the creative process used in developing the digital text on historical recount?
2) How can digital text on historical recount text be utilized to teach for classroom learning?
3) How did students perceive the utility of digital text on historical recount text based on CEFR?
4) How did teacher(s) perceive the utility of digital text on historical recount text based on CEFR?

1.5 Aims of the Research

The purposes of this research are:

1) Investigating how developing the digital text on historical recount text is for students learning in high school.
2) Investigating how digital text on historical recount can be utilized to teach for classroom learning in high school learning.

3) Investigating student's perceive the utility of digital text on historical recount text based on CEFR.

4) Investigating how the teacher(s) perceive the utility of digital text on historical recount text based on CEFR.

1.6 Significances of the Research

In this research there is significant meaning, the following is the significance in this research:

1) Theoretical significance

By using digital text on historical recount text media based on CEFR, readers can find new perspectives in improving literacy. By providing digital-based learning media, students can learn more easily because they can use it more flexibly. With this digital learning product, English teachers can be more creative and innovative (Julaiha, 2022). So, this research can be used as a reference for research that will be carried out in the future.

2) Practical significance

This research can help teachers to transform into non-traditional learning. By using digital text on historical recount text based on CEFR levels, you can adjust high school students' English learning abilities according to their level. Adjusting learning according to student's abilities can provide better responses so that students can foster creativity and improve thinking (A.-P. Lian, 2011). In this case, it can improve student literacy

1.7 Theoretical Foundation

In this session, researchers will explore the theoretical foundation that supports this research. The researcher's focus was to clarify the conceptual foundation underlying this research approach. The following are theoretical foundations related to this research, including human nature of learning, the neuroscience of stories, recount text as story, heritage in education, reading for emotion, digital knowledge, CEFR, and transformative English language teaching.

1.7.1 Human Nature of Learning

In education, understanding the nature of human learning is very important to create effective learning strategies that can be applied to students. So, educators need to pay attention to how the human nature of learning processes in learning. A., Bodnarchuk, A., Lian, A., & Napiza, C., (2017) state that learning can involve multisensory activity in the active human body. The use of a multisensory approach in learning can influence students' learning experiences and can influence the process of understanding learning subjects in a deep way by combining the physical, emotional, and cognitive aspects of students as a whole. Lian's podcast entitled "Which Teaching Approach", states that a person not only processes signals in learning, but they also process success. So, it can be interpreted that humans do not only process information from the environment that is received mechanically or only through signals, but humans can tend to process information by considering failure or success. The human brain can also create a perception from the information we have learned through innovative learning and connecting emotions (Thomas, 2012). Thus, human emotions in learning also have an important role in improving learning, because this can increase learning motivation and memory.

The human brain has a large capacity to accommodate knowledge, because of the enormous flexibility of 100 billion neurons to produce a large amount of knowledge (Tuarez et al., 2019). So, humans have very abundant neurons in the brain so they can play a very crucial role in the process of storing the knowledge

gained. The brain's working system to change its neural connections also depends on the surrounding environment, and the sensory working system in the human brain also needs to work together in the process of receiving knowledge (A. Lian, 2017). According to Dr. Oakley, as cited by Schwartz (2017) stated that Dr. Oakley strongly encourages students to learn in different ways according to individual learning tendencies, because the human brain is likened to a "race car brain" and a "climber brain". The meaning of "racer car brain" is that the human brain is sometimes fast and responsive in receiving the information that is obtained, but sometimes it is like a "climber's brain" which means it has a lot of time to receive information but pays attention to more details in the learning process.

In the human brain, there are also two main hemispheres which have their respective functions. The two hemispheres of the brain in humans are usually called the left hemisphere and the right hemisphere. The left hemisphere has the function of producing speech, analytical abilities and logical reasoning abilities, numerical calculations, and the ability to reason in writing and reading, while the right hemisphere has the function of being responsible for controlling nonverbal aspects, the orientation of an image, the ability to express and capture emotions. good behavior, as well as developing intuitive capacity (Tuarez et al., 2019).

1.7.2 The Neuroscience of Stories

Neuroscience has provided interesting insights into how humans understand and respond to stories. The human brain will accept a story more quickly and like a story because the human brain carries out a lot of meaning translation to understand information in a cause-and-effect form that is more digestible by the brain and the information provided by the story to the brain can be stored longer (Curtis, 2016). So, the human brain will be able to store information for a longer time if the information is obtained in a story. Learning English through stories can have an effective impact on the brain, this is because students more easily absorb information conveyed in story form, which can make it easier for students to remember the information that has been conveyed.

In learning English through stories it can also remind emotions, this is stated by Curtis (2016) that there are three neurotransmitters that the brain will release when someone reads with the aim of building emotions when reading, namely:

1) Dopamine is a part of the brain that functions as encouragement, reward, and deeper learning. When someone reads or listens to a very interesting story, dopamine will be active. This happens when someone listens to or reads a story in a tense, thrilling, or emotional part. Dopamine can also improve focus and memory (Fletcher, 2021). This can increase someone's interest in the story and make someone continue reading or listening to it.

2) Cortisol is a stress hormone that causes a deeper focus on reading. Fletcher (2021) stated that our emotional connection to the narrator's voice or to the lives of the story characters makes our brain feel like we are in friendly company, easing the psychological gnaw that contributes to abnormal cortisol, and with pulp fiction, gaining this bonding benefit from literature is easy. Cortisol can increase empathy in story readers (Zak, 2015). Stories can trigger an emotional response that can increase cortisol and can make readers feel empathetic in a story. This can happen because the brain can perceive a story as if we experienced the same plot as the one being told.

3) Oxytocin is a binding neurotransmitter. Oxytocin is a brain chemical that makes a person feel empathy in a story (Meilani et al., 2021). Oxytocin is a biological instrument that functions to make people interested in a story (Zak, 2015). Oxytocin can also downregulate amygdala activity in the part of the human brain which can function to reduce anxiety (Zak et al., 2007). So, when someone reads or listens to a story, they will feel empathy for the story, as if someone had experienced the story themselves.

Stories have a broad impact on human brain function. In addition, stories can teach how the brain functions, such as forming emotions, changing behavior, sharpening thinking, and revealing the essence of the story. Certain stories can increase creativity, resilience, empathy, and problem-solving (Fletcher, 2021). So,

stories are not just entertainment that can be read and listened to by someone but can shape and stimulate human brain function.

1.7.3   Recount Text as Story

Recount text is text that informs about past experiences and then retells them in the present (Momo, 2020). This means that students can retell past events as outlined in a recount text which of course contains a chronological order such as who was involved in the story, when the event occurred, where the event occurred, and how the story could have happened in the past. The following are types of recount text that students can learn (Momo, 2020):

1) Personal recount text is the author tells a series of personal events that he has experienced in the past

2) Factual recount text is this type of text tell about facts, issues, and stories that are represented to other people.

3) Imaginary recount text is this text is primarily written in the first person and includes a tale aspect set in a realistic setting. The characteristics such as who, what, when, and where are still present.

4) Procedural recount text reiterating or clarifying the process steps in order is the goal of a procedural recount text. The procedural work is derived from books, movies, television shows, and instruction manuals that detail the manufacturing process.

5) Critical recount text is used when looking at news or problems and commenting on them with a negative or positive side.

English teachers can implement stories in learning. Because stories have extraordinary power in the human body. Basically, Broca's and Wernicke's areas of the brain will work more actively if someone learns a language and listens to a story (Wilson & Dehaene, 2007). So, this is very important to do in learning, because students will be more innovative and imaginative about a story. In the research of Martinez-Conde et al (2019) stated that stories besides being able to involve a person's intelligence can also change the human brain to perceive a

change from the story. This was also stated by (Helyanti, 2022) that when someone listens to a story, the brain's working system will increase more quickly, even the speed can increase five times faster.

In the motor cortex, the motor cortex functions to be used together with the image and emotion processing centre when someone listens or tells a story. Petterson (2017) as cited by Maryanti (2022) states that listening or telling stories causes the release of several chemicals, including cortisol, oxytocin and dopamine. Cortisol helps regulate our emotional responses, and oxytocin creates stronger connections with others. Stories or storytelling are very beneficial for the human brain because they can improve critical and creative thinking abilities. So, it can be said that recount text is a story that can be implemented by students for learning English.

1.7.4 Heritage in Education

In the educational context, heritage in education has attracted the attention of academics and educational practitioners because it is an important component in developing contextual and meaningful learning experiences. According to the Council of Europe in 2006 as cited by Van Boxtel et al., (2016) heritage in education is a learning approach based on local cultural heritage by integrating active educational methods, cross-subject approaches, and collaboration between professionals in the field. education and culture. So, this approach can include an understanding of traditional, cultural and historical values. This approach emphasizes the importance of understanding, appreciating and maintaining cultural and historical heritage in the context of education.

With the increasing level of globalization, it can create a great sense of desire among the younger generation to be able to learn about cultural heritage. This is stated by UNESCO (2019) that young people are learning to reconnect with their heritage, and they don't necessarily know how to do it, and schools are a useful mechanism to allow this to take place. So, schools have an important role in facilitating heritage learning to provide opportunities for the younger

generation to get to know the culture and customs of the environment around them.

Teaching heritage is important and must be integrated into the curriculum, and heritage learning can be used to encourage critical thinking about the world around us (Perez, R. J et al, 2010). In education, activities ensure that cultural heritage must be known, understood and enjoyed by the younger generation (Fontal & Martínez, 2020). So, heritage learning can create extraordinary opportunities to train critical thinking in interpreting the world, so students can sharpen their thinking regarding sensitivity between differences and can provide encouragement for students to be able to explore and understand the values in a culture.

With increasingly sophisticated technology, it can be used as a facility for heritage learning. Because information technology (ICT) can help many people "open" the doors to their cultural heritage and enable communication and exchange between communities, supporting the exchange of ideas and information (Ott & Pozzi, 2011). This allows educators to utilize technology in heritage learning because by using technology it is easy to access heritage, history and culture more widely (González-Valencia et al., 2020). So that educators can create more interesting learning experiences for the younger generation and facilitate a deeper understanding of cultural diversity and global history by using innovative approaches through technology for heritage learning.

1.7.5 Reading For Emotion

The reading for emotion model is a reading model to foster students' critical thinking by examining the emotional structure of texts (A. Lian, 2017). In Ania Lian's podcast entitled 'Reading for Emotion Workshop 1st', the aim of reading for emotion is to teach students how to identify an emotion in a text to encourage students to write using an emotion. The reading for emotion reading model can also encourage readers and writers to not only observe the physical structure of the text, but can also consider emotions and dynamics in reading the text. The

reading for emotion model also encourages readers and writers to be able to see and observe the structure of the text which moves rather as a recipe that is repeated, this is believed by linguistic experts (L. B. Sudimantara, 2021). The meaning of moving text is that the text is dynamic and can experience changes in context, meaning and emotion as time goes by. A. Lian (2017) explains that the structure in the reading for emotion model includes focus, disturbance, dialogue, development, resolution, and morals.
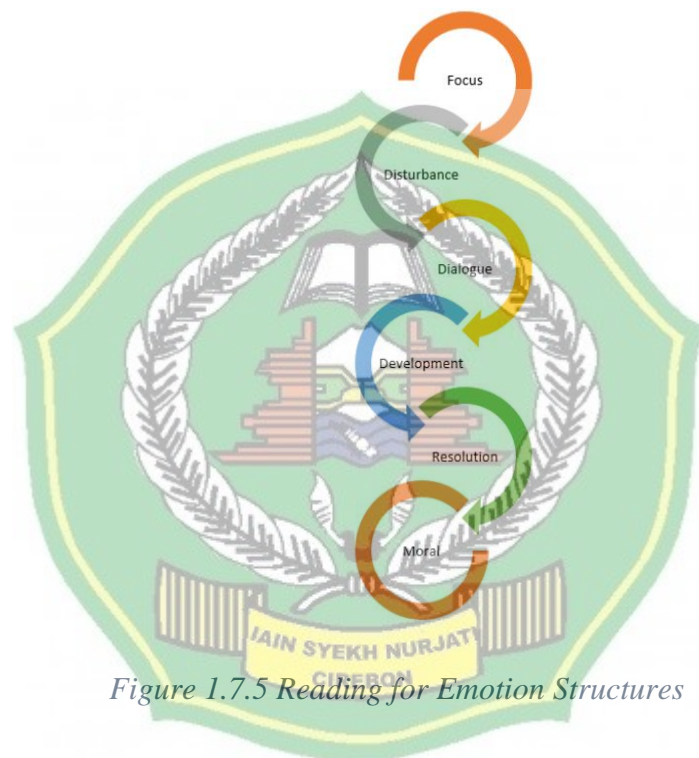
Figure 1.7.5 Reading for Emotion Structures

The following is an explanation of the six reading for emotion structures according to (L. B. Sudimantara, 2021):

1) Focus, in this focus section there is a focus point to pay attention to in the text, and the focus of this text is that it is written in surprising language so that it can attract the reader's attention.

2) Disturbance, in this section emotions have begun to be diverted and in this section complications have arisen in a text.

3) Dialogue is a perspective section or supporting statement regarding the disturbance that occurred.

4) Development, this section discusses what will be done in the event of disturbance

5) Resolution is part of solving problems

6) Moral is the message conveyed by the writer by the reader regarding the story presented

1.7.6 Digital Knowledge

Digital knowledge is knowledge that can be accessed through digital tools. In this current era, digital technology is no longer strange to hear among the general public, especially in school environments where this word is already familiar. Teachers have a big influence in guiding students' learning in the context being studied and can have an influence on how knowledge can be obtained (From, 2017). With technology or ICT tools, teachers can support them in gaining new knowledge for teaching and providing new knowledge to students. Through ICT tools, students can develop digital competencies. Krumsvik (2012) states that digital competence is the teachers' proficiency in using ICT in a professional context with good pedagogical-didactical judgment and awareness of its implications for learning strategies and the digital *Bildung* of pupils and students. This statement states that a teacher's digital competence involves more than technical proficiency, it can also involve an understanding of the educational context, pedagogical assessment, and awareness of the impact of the use of technology on student learning. So, a teacher must be able to understand the use of technology in education.

Teachers who have digital competence can more easily adapt technology and pedagogical digital competence can be related to knowledge, skills, attitudes and approaches related to digital technology, learning theories, subjects and context (From, 2017). Digital competence and digital literacy are also concepts that are increasingly used among the public (Spante et al., 2018). In this way, by utilizing digital competencies and pedagogy in classroom learning, they can work together to create new learning experiences and new knowledge through digital.

1.7.7 CEFR

The Common European Framework of Reference for Language (CEFR) is a nationally standardized test that offers a comprehensive, coherent and transparent picture of a person's language proficiency (Figueras et al., 2022). CEFR was first published in 2001 and the purpose of CEFR was developed to be able to critically facilitate the dimensions of English language education, curriculum, syllabus, textbooks, and to promote general understanding throughout education (Figueras et al., 2022). CEFR can also help to encourage students' understanding of the text and can facilitate understanding the different aspects of the text because CEFR provides various levels to help understand the text from the level of English proficiency provided. Europe of Europe (2023) stated that CEFR is facilitated at various levels starting from levels A1 and A2 (basic user), B1 and B2 (independent user), C1 and C2 (professional user).

Many countries in the world have implemented CEFR in learning, so they can find out students' ability to speak English. This is also felt in Vietnam, which feels more benefits from implementing CEFR in English language learning and CEFR is considered a quick fix solution in improving English language skills in Vietnam (Nguyen, 2015). Not only Vietnam has implemented CEFR but Japan has also implemented CEFR in English language learning. This is shown in data in Japan that the level of high school students in the CEFR test is level A2 (Foley, 2019). Not only in Japan, data from Thailand also shows that the CEFR level in high school is level A2 (Franz & Teo, 2018). So, it can be concluded that the average CEFR level for high school students is A2 or basic user.

1.7.8 Transformative English Language Teaching

Education must be able to adapt to current world conditions in order to change the world (Unesco, 2022). Education in Indonesia must also be transformed from now on, especially English teachers. English teachers must change the learning system in the classroom so that it can be more interesting and not always use traditional learning methods in every lesson, as it is known that English learning in Indonesia still relies on traditional learning which is always teacher-centred and

always focused on memorization. grammar and vocabulary only (Diyah & Sudimantara, & Ikawati, 2021). Transforming pedagogy in English language learning can help teachers and students to develop the capacity to accept responsibility in language teaching and learning related to the use of language in accordance with specified targets to express a meaning that is not only in traditional literacy and the basics of reading, writing, listening, and speaking, but also in various new literacies including implementing story learning in the classroom (Farren, 2019). In Lian's third podcast about transformative pedagogy, implementing an educational transformation in learning can also encourage change for students to always think critically in making assumptions about how they face a world that leads to greater emotional, moral, cultural and social awareness. For this reason, education in Indonesia needs to strive for transformational learning to be able to encourage critical thinking in every lesson.

To implement holistic learning that is in accordance with the independent curriculum, English teachers can transform into rhizomatic learning. A rhizome is a botanical term that has entered the critical theory literature (A.-P. Lian, 2011). So, conceptually, language learning can also be likened to a ginger garden whose roots always spread everywhere. This states that in learning teachers can implement this model so that students can be more creative and innovative. Transformative good education can also have a good impact on students. There are three transformative competencies that can help students develop to shape a better future (OECD, 2019).

1) Can create new value to innovate to change life for the better.
2) (Reconciling tensions and dilemmas). Through this process students gain a better understanding of opposing positions and can develop arguments to support them.
3) Take responsibility, because with good education you can reflect and evaluate behavioral actions by taking personal and ethical goals into account.

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1.8   Previous Research

The first previous research about recount text learning. From the journal written by Mustika (2020) it is stated that improving reading comprehension on recount text can use authentic material. The method used in this research is CAR (Classroom Action Research), by examining high school students. The findings obtained in this research are that using authentic materials can significantly improve reading comprehension on recount text, and can help students find interesting ways in the learning process. Further research was also carried out by Utami et al. (2020) who stated that improving reading comprehension on recount text can also be done through QAR (Question Answer Relationship) Strategy. The method used in this research is also the same as using CAR (Classroom Action Research), by examining high school students. The results found in this research are that students' problems in understanding recount text can be resolved using the QAR method and with this method students can also improve their understanding of the general structure and linguistic features of recount text. Another research also conducted by Bastian & Al-Hafidz (2014) stated that students had difficulty creating recount text. So, this research which uses qualitative methods tries to implement a pictorial story media for recount text, and the research results show that it is easier and more interesting for students to create recount text using pictorial story media. Several of the researchers above explain the learning media commonly used in recount text, but the three studies above have not used digital media for teaching recount text. Meanwhile, in the 21st century, technology has begun to spread and learning in Indonesia should be able to integrate into technology-based learning.

The second previous research is about the use of folklore in English language learning. Previous research conducted by Bagus et al. (2018) stated that folktales can improve reading skills. The method used in this research is CAR (Classroom Action Research). The results of this research also show that folktales by English Foreign Language (EFL) teachers can improve reading skills, broaden students' understanding of culture, and students can improve the vocabulary obtained from folktales. Other research also shown by Saidah & Damariswara (2021) states that

Android-based folklore can improve students' reading skills. The method used in this research is R&D. The research results show that the Android application used for folklore has many advantages, apart from a design that is packaged attractively and can be opened offline, it can also improve students' reading skills when reading folklore. Other research was also conducted by Ismail et al. (2019) which stated that folktales can improve students' reading and vocabulary. The research method is CAR (Classroom Action Research). The research results also show that folktales can improve students' reading in English and significantly increase students' vocabulary. The research above discusses the use of stories for learning English, and the three researchers above also show that folktales can improve students' reading skills. However, the three researchers above have not used reading for emotion as a tool in their stories and have not maximized the use of CEFR in the texts provided.

The third previous research is about pedagogy in education in Indonesia. This was done by Aura et al. (2021) stating that learning using stories can increase understanding of the *storification* of pedagogy. This research method used is qualitative. The results of this research show that storified pedagogy can empower students through moral stories and through stories it can also improve student experiences and student academic performance. Other research also conducted by Undheim & Jernes (2020) states that there are teachers' pedagogical strategies in creating digital resources with young children. The research method used is qualitative, multiple-case study design. The results of this research show that the strategies that teachers must use when creating digital resources with young children include inviting students to dialogue, explaining the practical, and instructing the results of digital resources. Other research discussing pedagogy was conducted by A. Lian (2020) that the reading for emotion model in stories could offer changes to language and literacy research. The research method used was qualitative. The results of this research show that there are many things that can be learned from pedagogy about literacy and second languages, with this teacher can better understand what students need in applying literacy and second languages in learning. Of the three studies above that discuss pedagogy in learning. So, from

these three studies the researcher is very confident that pedagogy in learning in Indonesia needs to be improved by transforming to switch to non-traditional learning which only relies on remembering grammar and vocabulary, but can implement more holistic learning by applying stories in learning.

The fourth previous research is about digital literacy. This research conducted by Helyanti (2022) states that the use of digital literacy is already being used in the current curriculum. In developing digital literacy resources, innovative characteristics are also needed, including using stories for learning materials in schools, carrying out tests using diagnostic tests in accordance with CEFR, and using reading for emotion as a tool to measure students' emotions in the texts they read. The method used in this research is R&D by conducting research at junior high school level. Another research conducted by Harmoko (2021) states that digital literacy is very important to implement to improve the quality of human resources in Indonesia. The method used in this research is qualitative. In this research, there are also characteristics of individuals who have digital literacy, including that these individuals can make maximum use of digital literacy, their resistance to digital is very strong, they become productive human beings, and they become a positive and quality world community. Meanwhile, other research was conducted by Falloon (2020) with the research results that digital technology needs to be used to help students in learning, so it is necessary to implement digital literacy in learning. This research uses qualitative methods. Three research data discuss the use of digital literacy. Digital literacy has a good impact on student learning and can improve the quality of learning. So, the researcher believes that using digital literacy in learning has a good impact and needs to be implemented in this research, because digital literacy is also easily accessible to students and they can learn by adjusting the conditions of the place according to the student's comfort.

From all the previous studies described above, this research will continue from the previous research described above. This research will focus on changing the learning system to be non-traditional and creating new pedagogy with the hope of increasing literacy in Indonesia in the 21st century. The difference in this research

is that this research focuses on historical recount text based on CEFR to improve students' reading skills according to their respective abilities. This research also focuses on an independent curriculum which is based on student-focused learning, can build educational transformation, and can implement story-based learning which is not always focused on memorizing grammar and vocabulary alone.
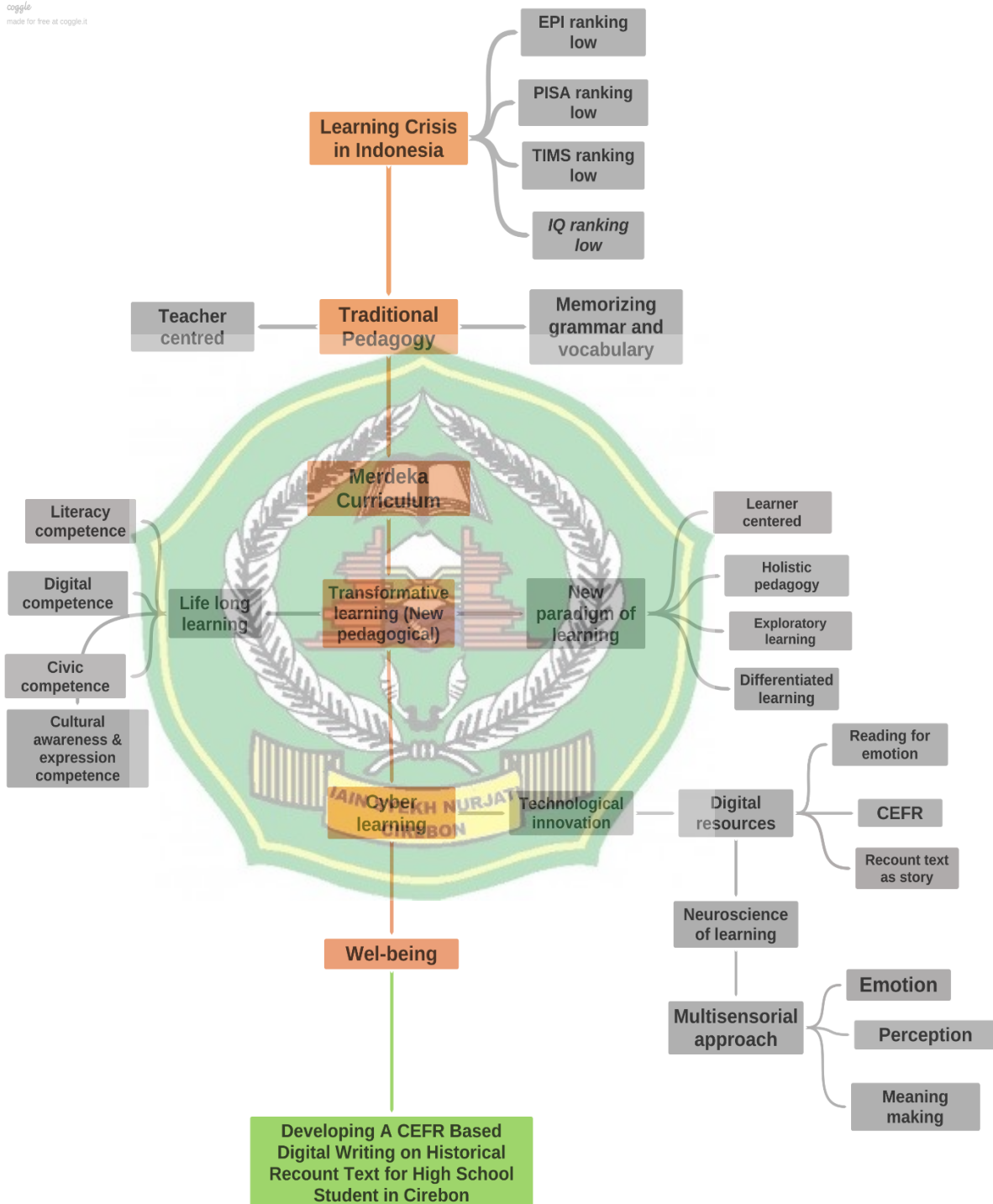
1.9 Frame of Thought

Figure 1.9 Frame of Thought

This section shows a general overview of the things that will be discussed in this research. This frame of thought begins with traditional learning which still uses the teacher-centered method and memorizing grammar and vocabulary in learning that it causes problems, namely the learning crisis in education in Indonesia, including low EPI ranking, low ranking PISA, low ranking TIMS, and IQ low ranking. Therefore, with the independent curriculum, the book of can create transformative learning, namely learning by creating a new paradigm of learning, namely being able to create learner centered learning, holistic pedagogy, exploratory learning, and differential learning. In transformation, it is also necessary to pay attention to the points contained in lifelong learning, namely literacy competence, digital competence, civic competence, and cultural awareness & expression competence. So, by utilizing technology we can create digital resources that comply with CEFR standards, namely developing historical recount text based on CEFR. With the aim of holistic English literacy learning suitable for high school students in Cirebon.

1.10 Research Method

This research method has several steps, including research design and steps 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

The method in this research uses qualitative methods with a Research and Development (R&D) design. Qualitative research is research that produces descriptive data in the form of written or spoken words from the people being observed (Abdussamad, 2021). As for systematic, research and development (R&D) design aims to expand basic data including information about humans, culture and society and develop new applications for this data (Manual, 2015). According to Zakariah et.al., (2020) that research and development (R&D) is a systematic process to discover, improve, develop, create, or find out how effective a product is. According to Manual (2015), R&D research also has five criteria that

must be met, namely novel, creative, uncertain, systematic, and transferable and/or reproducible, and the following is an explanation regarding these five criteria:

1) Novels; New findings or new knowledge from products created with the intended purpose of an R&D project adapted to a different context than before.

2) Creative; A product created must have objective new values and concepts to improve existing knowledge ideas.

3) Uncertain; R&D involves many dimensions of uncertainty. The types of outcomes and costs (including time allocation) cannot be precisely determined relative to objectives when an R&D project is initially underway.

4) Systematic; R&D means that research and development is carried out in a planned manner, with records kept about the processes carried out, and there is evaluation and measurement to determine the success and value of the product.

5) Transferable/reproducible; Knowledge and techniques gained from research and development must be adaptable and transferable to new contexts and situations.

This R&D research is post-modernism research that adopts rhizomatic theory. Therefore, this research challenges the concept of absolute certainty and highlights the subjective nature of reality in research (Koniah, 2023). This can encourage researchers to embrace intuition, creativity, and accept uncertainty, thereby moving away from a single linear approach (Derrida, 1982). According to Lyotard (1984), post-modernism can appreciate the diversity and fragmentation of knowledge, and reject the idea of grand narratives. So, this suggests that research must be open to different perspectives and be able to explore various ways of conducting research, rather than trying to impose one universal truth. Regarding this, this is in accordance with the rhizomatic theory developed by Gilles Deleuze and Felix Guattari, namely that the model of knowledge and society is non-hierarchical and interconnected.

This method is different from the traditional model because it emphasizes diversity, connectivity, and decentralization. This allows a more fluid approach to social structure and its organization. Rhizomatic have nodes that are interconnected and grow in various directions, creating network structure, and encouraging a shift away from rigid hierarchies and towards consistent change (Deleuze & Guattari, 1987).

The following are the stages in this research:

No	Research Phase	Development Phase
1	Collecting Cirebon folklore in the Suranenggala sub-district	Translate the resulting text into Indonesian.
2	Translate the folklore into English with the help of Google Translate.	Rewrite the text into readable English.
3	Create the text using reading for emotion.	Asking experts about the quality of the text created.
4	Develop the text at various levels according to CEFR levels.	Check the quality of the text created using virtuawritingtutuor.com and check the readability index using the Automatic Readibility Index.
5	Create a design about digital resources on the website using Google Site.	Product digital resources website link: *https://sites.google.com/view/tiniproduct?usp=sharing*
6	Evaluating and approve products by experts.	Design revision.
7	Test the product at school by testing the product on grade 10 high school students.	Students explore independently to carry out learning with digital resources.

8	Conduct face-to-face interviews with English teachers and distribute questionnaires to grade 10 students to find out their perceptions when using the product.	Collecting and analyze answers given by teachers and students regarding the use of the product.

Table 1.10.1 Stages in The Research

1.10.2 Source and Type of Data

This research uses two data sources, namely primary data and secondary data.

1) Primary Data Sources

Primary data is data provided directly to data collectors, with the aim of collecting primary data to obtain a solution to the problems faced (Ajayi, 2017). In this research, the primary data source was the school community which included observations, interviews with English teachers and giving questionnaires to students on class 10th high school.

2) Secondary Data Sources

Secondary data sources are sources that are not directly provided to data collectors, for example from other people or documents (Stainback, 2019). In this research, the secondary data source is collecting material about recount text that requires data through books, websites, journals or other things.

1.10.3 Data Collection Techniques and Instruments

Literature reviews, observations, interviews and questionnaires are the techniques used in this research.

1) Literature review

Snyder (2019) states that a literature review is a methodology for collecting and extracting essence from previous researchers. So, the researcher collected material about recount text from several journals, books, or other related sources and then created the recount text at various levels provided in the CEFR level by using reading for emotion as a tool in the text. The recount story was then published on the researcher's website.

2) Observation

Observation is a systematic and careful research tool for a phenomenon being studied (Marguertie G. Lodico et, al., 2010). The researcher made an observation field note regarding how digital resources can be used in classroom teaching. Using these observation field notes, researchers can confirm the steps students take when using digital learning resources and what features are used.

3) Interview

Interviews are activities where individuals are allowed to talk openly about the topics they want to discuss, so they can find out important things in understanding the situation and phenomena that occur (Creswell, 2010). To strengthen the data, the researcher conducted semi-structured interviews with English teachers to find out teachers' perceptions of the use of digital resources.

4) Questionnaire

In research, a questionnaire is a data collection technique that uses a set of questions or written questions for respondents to answer (Sugiyono, 2015). Researchers will also distribute questionnaires to 10th grade high school students to find out the effectiveness of the digital resources they have used in learning English.

1.10.4 Data Analysis Techniques

In this research, data is identified and classified to facilitate collection. Next, the data was analyzed through several stages, as explained by Sugiyono (2022); The analysis stages include collecting, reducing, conveying, and finally concluding the data after verification. In this research the data analyzed using thematic analysis. This methodology review focuses on theme analysis (TA), a data analysis technique that is frequently employed in all qualitative designs (Castleberry & Nolen, 2018). Thematic analysis is a method for identifying, analyzing, and interpreting meaning in qualitative (Clarke & Braun, 2017).

1.10.5 Research Timeline

No	Activities	December 2023				January 2024				February 2024				Maret 2024				April 2024			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Applying Proposal			■	■	■															
2	Proposal Seminar						■	■													
3	Conducting Research								■	■											
4	Collecting Data										■	■									
5	Analyzing Data													■		■					
6	Finishing Thesis Writing																	■	■	■	■

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