

CHAPTER I

INTRODUCTION

This chapter discusses introduction of the research. In this part the researcher discusses the background of the research, identification of the problem, delimitations of the research, research questions, aims of the research, theoretical foundation, research method and data analysis.

1.1 Background of The Research

Indonesia faces a challenge with proficiency, experiencing a concerning decline of 65 points over a decade. Literacy, a foundational skill, serves as a gateway to various realms of knowledge. Mastering this skill is crucial for students before seeking into other fields of study (Alwasilah, cited in Alfiani 2023). As of the November 2022 report from English First (EF) Education on the English Proficiency Index, Indonesia is positioned at 81st out of 111 countries and ranks 15th in Asia. This underscores the importance of addressing literacy issues to enhance overall educational proficiency.

In the Indonesian English Proficiency Index, revealing a persistent low literacy level over the past decade. The index has witnessed a decline of 65 points from 2011 to 2022, indicating a critical literacy situation in Indonesia. In 2011 Indonesia achieved the best rank of 25th from 60 countries in the world, but in the last year (2022) Indonesia's rank 81st from 111 countries in the world. It is indicated that Indonesia has a problem with literacy. This worrying scenario is reinforced by the 2018 Programme for International Student Assessment (PISA) results, where Indonesia ranked 73rd out of 80 participating nations. This international assessment underscores the nation's subpar literacy levels, emphasizing the urgency for improvement.

Putri (2022) stated that one of the reasons Indonesia was low rank at English Proficiency Index (EPI) is the lack of teaching & learning resources. Because material resources are the most important thing for teaching & learning. The current problem in education is the lack of English material

resources or Indonesian schools are under-resourced, especially in Cirebon. Agung (2019) also stated that one challenge in teaching English in Indonesia is limited resources of materials. Harto (2021) added that one of the challenges to teaching English is the lack of resources. Also Celebi (2016) said that he found problems in teaching EFL in Turkey, one of the problems is that books and materials were not relevant with Turkish culture. Hermawan & Noerkhasanah cited in Ayu, M (2020) said that especially in Indonesia they found that English material containing very limited local cultural information for use in the Indonesian context, that means almost English material in Indonesia irrelevant with Indonesian culture. It means the problem is not only about the lack of material resources but also the relevance of the material resources for the students.

The data mean that the schools must have many English material resources and also that material resources must be relevant for the students. Because of Indonesia as a cultural country it is possible to take culture or tradition from locals to enhance students' language proficiency. It is one of the problems faced by students in Indonesia. Therefore, it is important to provide information to students about the importance of this tradition in society from an early age. Sisweda, et al. (2020) said that Tradition is a habit that is applied continuously by using various symbols and provisions in a systematic way that functions in a commune, public or society. Nguyen (2017) also stated that if students learn language and the culture it's not only enhanced students' literacy but also students' understanding about culture. Mantra & Widiastuti (2018) added that through the culture text students not only enhance linguistic ability but also discover valuable insight about the culture.

Qodriani & Kardiansyah, (2018) stated that if the material resources implement local culture, it makes students aware of the natural cultural diversity of Indonesian people and students will preserve their own culture and respect for other people's culture. By reading the cultural texts students will understand about their culture then they will be proud of their local culture. The important one is they can respect other people's culture in this cultural country.

Corbett (2003) also stated that teaching language considering culture is important for English Foreign Language (EFL) students, it can affect students' understanding and tolerance between cultures. In the 21st century we are faced with rapid technological advances. Of course, teaching and learning activities in schools must follow technological developments, therefore it is important for schools to have digital learning material resources that can be easily accessed by teachers and students.

This problem happens because of the lack of English digital resources that explain about the local culture for learning from the environment, also almost all students did not know about the tradition in their own region or local culture. In this research, the researcher realized how important digital learning material resources that have relevance with students' culture covering CEFR level, descriptive texts about Munjul tradition are in schools to enrich resources, students' literacy and also enriching students' cultural understanding.

A statement explained by the Munjul people, sir Jirjis (2023) said that almost all children in Munjul do not understand about their tradition, they did not know about philosophical aspects of these traditions, they just do the tradition (buteng, air zam zam, tebokan, and genjringan) along the year. Based on this problem the researcher takes the Munjul tradition for English materials, because she realized students just do the tradition without understanding the philosophical aspects of traditions. It is relevant with Qodriani & Kardiansyah, (2018) statement that in EFL countries commonly students and teachers are from the same culture and also same language, it is possible to communicate and develop their ideas about the local culture. The teaching and learning in Indonesia between teachers and students are Indonesian, so it is possible for them to learn and communicate about local culture and learn with something near from the teachers and students environment.

In the current schools in Cirebon especially in MTs Nurul Huda has the problem that happens in this school is the low of students english proficiency.

It can be explained with data from an average of students' score of 75. To improve students' proficiency the researcher makes the text about local culture, especially about Munjul traditions that are relevant with the students' local culture and also to give new insight about the Munjul traditions. These texts about Munjul tradition can be one media to preserve Munjul traditions in this digital era, from an early age students understanding about their tradition they can always participate in the traditions with their understanding how valuable traditions they have.

1.2 Identification of The Problem

It has explained before that there are several problems found when discussing digital material resources of text about local tradition, such as English materials are not relevant with Indonesian culture especially in Munjul school and that english materials are not relevant with the Munjul culture. Indonesia in the low rank of English proficiency index (EPI), the lack of English material resources in the school, Indonesian students are underscored on international assessment of PISA, and the limited digital learning material resources in the school. After knowing these areas, a problem that occurs in school is found, it is gaps of learning material resources that are not suitable with students' culture. The teachers must choose the relevant materials for students, because if the materials not relevant for students, the teaching and learning process is not impactful for students. By using the text about Munjul tradition, it can enriching students literacy and also enriching students' cultural knowledge on their own tradition in MTs Nurul Huda.

1.3 Delimitations and Focus of The Research

The researcher described many problems above. However, the researcher did not identify the entire problem. The researcher limited the problem to make the researcher focused and analyze the problem deeply. Then, the researcher focused on exploring English materials about local Munjul tradition for relevant Indonesian students' culture for enriching students' literacy, students' cultural knowledge and for enhancing students' english proficiency.

This study focus was only on one element of the learning process, which is to create material about Munjul tradition for grade VIII at junior high school students in Cirebon. The object of the research is the students of MTs Nurul Huda in VIII grade, and the researcher chooses 10 students for the research. Because the location of this school in Munjul that the students related the problem on this research, also this school lacks English digital material resources that are relevant with the students' culture. So, the researcher made the cultural materials to preserve the Munjul tradition which considered the philosophical aspect of the Munjul tradition, covering all CEFR levels and based on the needs of junior high school students.

The researcher took data from students' English proficiency to know about their CEFR levels and from teachers and experts. The research objective is to make digital learning material resources that are relevant with the students' culture. Learning with the text about local culture can engage students' literacy and students' cultural knowledge. From knowing their philosophical tradition students can preserve their tradition and they are not just doing the traditions but they have the understanding why they should do their tradition.

1.4 Research Questions

1. What are teacher and students' need for material learning resources text for students' learning in junior high school?
2. What are the characteristics of the digital product of CEFR text-based Munjul Tradition?
3. How does researcher develop the digital product of CEFR text-based Digital Munjul Tradition?

1.5 Aims of The Research

Based on research questions above, the aims of the research are:

1. To explain the needs for material learning resources text for students' learning in junior high school.
2. To investigate the characteristics of the digital product of CEFR text-based Munjul Tradition

3. To explain the development of the digital product of CEFR text-based Digital Munjul Traditions.

1.6 Significances of The Research

This research is expected to give benefits for teachers and contributions for further research.

- 1) Theoretically, this research adds new insights in education, especially in material learning resources, to preserve local culture or traditions areas that can align with English text for teaching and learning. Furthermore, hopefully it can be used as the references for further research related to the issue.
- 2) Practically, this research can be used as a material learning resource for teaching and learning English in junior high school to understand the local culture about Munjul tradition. For teachers, it can be as the material learning resources for the material relevance of their students' environment. For students, it can be material learning resources for enriching students' literacy and also students' cultural knowledge. Also for evaluators, it can be a reference for evaluating the material English resources for the relevance of their students.

1.7 Theoretical Foundation

In this section, the researcher presents theories which related to the topic of research:

1.7.1 CEFR

The Common European Framework of Reference (CEFR) is assessment standards that are recognized in the international language proficiency assessment. CEFR is the assessment in Europe in the current time, this assessment to be assessment standards in the world. Sudaryanto (2020) said that CEFR as the common assessment, issues of language learning and teaching. The EF set mentioned that CEFR has 6 levels of proficiency in foreign languages from A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced), and C2 (Proficient).

Table 1.1

Table of CEFR Levels

Beginner	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal detail such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and prepared to help.
Elementary	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (eg. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Intermediate	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly

		give reasons and explanations for opinions and plans.
Upper intermediate	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a topical issue giving the advantages and disadvantages of various options.
Advance	C1	Can understand a wide range demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structure, detail text on complex subjects, showing controlled use of organizationall patterns, connectors and cohesive devices.
Proficient	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

By knowing students' CEFR levels makes it easier for teachers to choose appropriate resources for their levels. Gaillat et al., n.d. (2019) added that they can classify learners writing in English according to the six CEFR proficiency levels. That statement shows the importance of CEFR in teaching & learning language. The important thing after CEFR levels that align with students is the contextual text that is appropriate with Indonesian students.

Alwasilah, (2013) mentioned that teaching should perceive several characteristics, one of them is contextual learning. It means the context of the text should be based on students' needs. But Indonesian country lacks resources that cover all CEFR levels that the context is based on the students' needs. By knowing the importance of CEFR, it is related to resource development. The lack of resources that consist of CEFR levels means schools need more learning resources that consist of CEFR levels which provide the appropriate contextual text for the students. The researcher realized that and in this research she wanted to make the resources covering all CEFR levels and also the context of the text related for students in junior high school.

1.7.2 Descriptive Text

Gerot & Wignell cited in Jayanti (2019) stated that descriptive text is the kind of text use to explain about how something looks, smells, act, etc. It means descriptive text explain the details of the characteristics, places, events or things that can help describe the illustration for the reader. Albismara cited in Jayanti (2019) added that descriptive text is text that picturing the things with the detail explanation to help readers visualize the object based on the explanation. because the text is based on what happens in real life in other text is based on the fact. The purpose of the text is to impart information to readers. Based on the statement before this kind of text is related with the text about tradition, the researcher wants to describe Munjul tradition in the form of descriptive text that can add more insight for the learners about the local tradition and to preserve the tradition it self.

The generic structure of descriptive text are identification and description (Jayanti, 2019). Identification means the first part of the description text is identify the phenomenon or subject that going to describe and the second step is description that contain the detail explanation of the phenomenon or subject such as the parts, characteristics and qualities specifically. And in this study the researcher prefers to choose the description type of descriptive text, because it is relevant to preserve Munjul tradition and its philosophy. And the structure of the text is identification & description. First thing first the text is about the identification of phenomenon/tradition to describe based on the real life situation. And the second structure is about description of parts, qualities or features specifically. In this part researcher choose to describe the parts of tradition and its qualities or philosophical meaning in each tradition.

1.7.3 Digital Learning Material Resources

Digital learning resources mean that the material or the resources of the subject available on the technology such as handphones and computers. Especially in the subject of the English language. Digital learning resources are important because we live in the 21st century.

In this 21st century era technology is spreading rapidly and affecting our life. Education must follow the era to improve students in the current era. In the aspect of resources also must follow the current era with the use of technology. So, the teaching and learning process needs digital learning resources. Genova, n.d. (2019) said that since the 21st century, the digital technology era has popular teaching tools is digital learning resources.

The use of digital learning resources can make teaching & learning more efficient, because it can be accessed everywhere and everytime. Its make students and teacher easier to understanding the material. Genova, n.d. (2019) stated that digital tools and resources in teaching English through literature can foster students' skill to interpret text.

1.7.4 Tradition

Indonesia is a multicultural country because Indonesia has many islands, ethnic, culture and also religion. Each ethnic or society has their own culture or tradition. In this day and age the tradition is not understood by teenagers or young people on the other hand students. They just do their tradition without understanding the tradition itself. So, it is important for students to get to know about their tradition.

Horner (1990) stated that tradition is the process of handing down from generation to generation. Nelson (1997) also stated that tradition is cultural features were to be continued, to be handed on, thought about, preserved and not lost. It means tradition is one of the characteristics of the society that must be preserved in each generation. One of preserving the tradition is to make the participants of the tradition understand what they do in their own tradition from an early age.

Mutiara Ayu, (2020) said that in the process of teaching and learning in the EFL classroom the use of local culture for the learning process made students interact, negotiate, and define their own identity. Because the local culture more than closely connected with the students to engage their learning in the classroom and made students more active and also enthusiastic to get know about their tradition.

1.8 Previous Research

There were many previous studies presenting various kinds of digital learning resources, tradition or cultural texts on the English learning and use of digital learning resources at junior high school.

First, in the aspect of digital learning resources are important to improve students' proficiency in the English language, it makes the teaching and learning process more effective and makes students active. Genova (2019), Helyanti et al. (2022) and Fedenko et al. (2023) explained that digital learning resource can foster students' skill to interpret text, applicable in the current curriculum context also can enhance the educational process

by providing visual & interactive resources can make students as active learners during the teaching and learning process.

This research is different from Genova (2019) in the aspect of the kind of digital tools/resources, Genova (2019) uses several tools/resources and this research focuses on website as the digital resources in English teaching and learning. In the aspect of the text genre this research use descriptive text that has different with Helyanti et al (2022) use text in the kind of narrative. The different from Fedenko et al (2023) in the kind digital learning resources, this research use website as digital learning resource but Fedenko et al (2023) explain the use of ebook, application, website etc in the english teaching and learning.

Second, in the aspect of culture or tradition text in English teaching and learning have many benefits for students from enriching students' cultural understanding, students can learn from their own tradition or culture, and it can improve students' awareness of their own tradition or culture. Mantra & Kumara (2018), Dai (2011), Nambiar & Anwar (2017) and Boubeker S. (2021) stated that tradition or cultural text can improve students' reading skill, they realize that cultural text is important to carry out culture teaching in language teaching. On the other hand they also realize through the use of cultural text students and teachers come to recognize that their expectations are mutable or living elements of culture, also it can richer students' cultural understanding to reach a holistic understanding and teachers should use appropriate cultural text for their students.

The difference from Mantra & Kumara (2018) in the aspect of the material, they use folktales as the cultural text and this research use local (Munjul) tradition as the cultural text. The different with Nambiar & Anwar (2017) in the aspect of focus of the research, they research focus on the study your language my culture (YLMC) project but this research focus on english teaching & learning process. In the aspect of local culture this research use

tradition as the local culture and different with Boubeker S (2021) that use cultural taboos in his research.

Third in the aspect of digital resources in the junior high school degree are relevance with the students because they well-know about how to operate the technology because they are generation that from they born they was live with technology. Ma'arif & Claudia (2021), Putri & Savitri (2022) explain that digital learning resources can be implemented on the level of junior high school students and it is feasible to use because students actively try to follow the guidance of the teachers during the teaching and learning.

From those previous research, the researcher concludes that previous research provided here is different from the current research Ma'arif & Claudia (2021) has conducted on the grade IX junior high school. The difference from Putri & Savitri (2022) in the aspect kind of digital resource, they use book as digital resource and this research uses website as digital resource. In this study the researcher attempts to analyze the digital learning resources CEFR text based Munjul tradition descriptive for junior high school students at grade VIII in Cirebon.

1.9 Frame of Thought

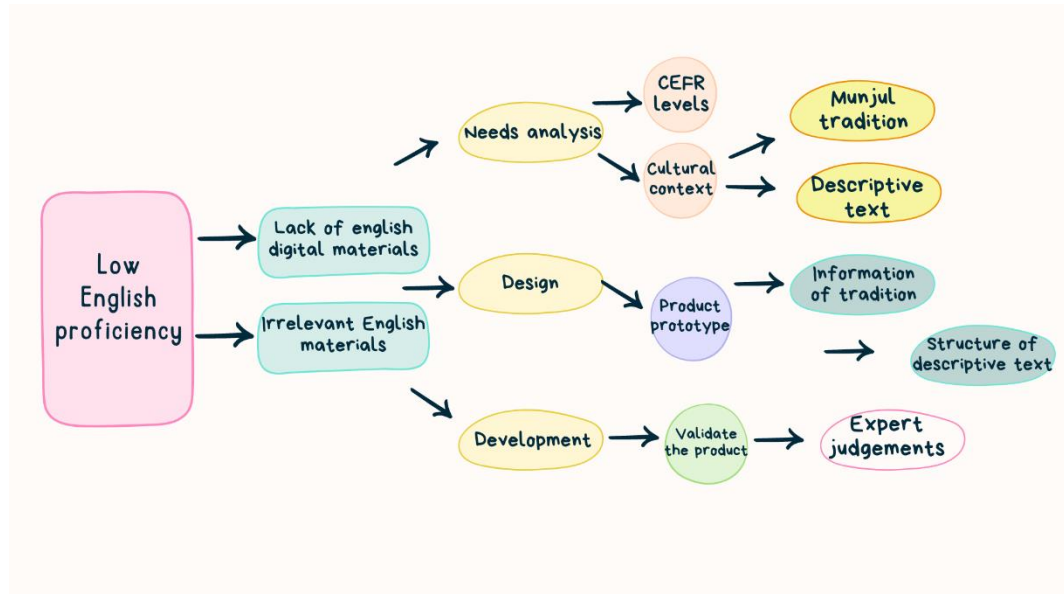
The frame elements of this research include tradition material text, CEFR and the descriptive text. To understand how each element correlates each other, the frame of thought is as following.

UINSSC

UNIVERSITAS ISLAM NEGERI SIBER
SYEKH NURJATI CIREBON

Figure 1.1

Frame of Thought



Local culture as the context of the English materials, in this study the researcher chose the Munjul tradition context for English materials in the grade of junior high school. Because the local culture as the context of English materials will have several benefits for students such as enriching students' cultural knowledge, enriching their vocabulary and enhancing their English proficiency by understanding their environment.

1.10 Research Method

The researcher discussed the methodology of this current research in this section. The explanation in this part discussed the design and steps of the research, sources and types of data, data collection and data analysis.

1.10.1 Research Design and Steps of the Research

The research method conducted in this study is Research & Development (R&D) that descriptive qualitative data. Research refers to the process that did not have the product and the Development refers to the product. Borg & Gall, cited in Lina (2021) said that R&D is research that concerns the development of product-oriented research in education. Gay cited in Gustiani (2019) also argued that R&D is not merely to evaluate

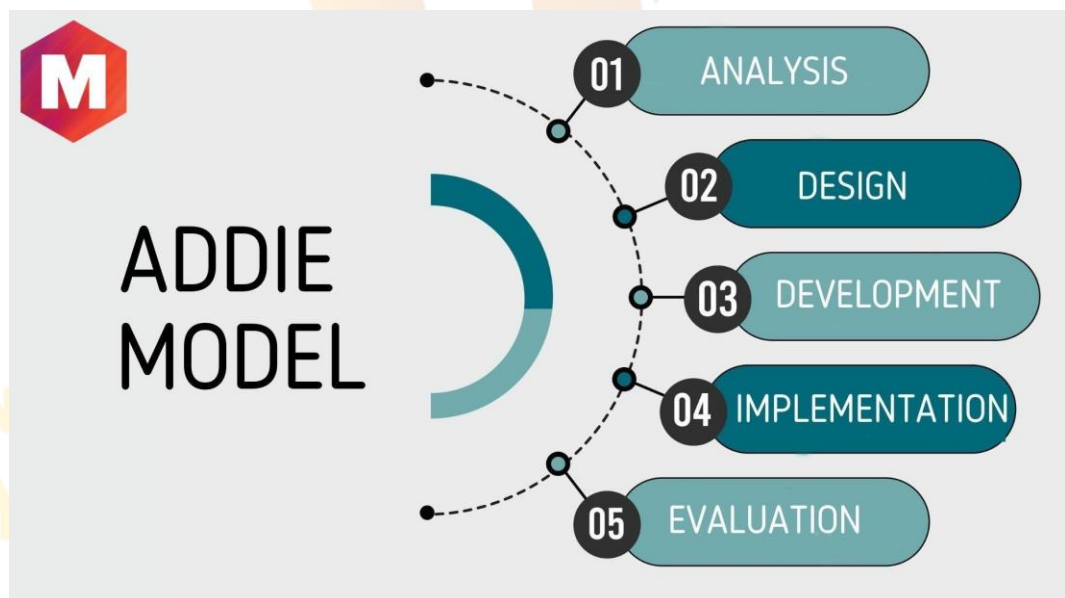
theories in education but mainly to develop effective products for special school programs like teaching and learning materials and media.

The method of this research uses qualitative descriptive research design, it is an description on qualitative explanation of the research. This method research design, qualitative research brings in open-ended data without predetermined responses (Creswell, 2014). Qualitative research phase and explores the views of participants. Particular challenges to this design reside in focusing on the appropriate qualitative findings.

The research design conducted in this study is the ADDIE model by Branch cited in Agustiana (2021). ADDIE means Analysis, Design, Development, Implementation and Evaluation. Widyastuti & Susiana, (2019) stated that the ADDIE model is one of the systematic learning design models, this model is developed systematically and rests on the theoretical foundation of learning design. In this study the researcher uses qualitative on ADDIE model as three phases are analysis, design and development.

Figure 1.2

Research design



The qualitative phase on the step analysis, design and development of the digital learning material based on Munjul traditions. The reasons of this research just do 3 phase of ADD(IE) model because for doing all of the steps of ADDIE model especially to implement and evaluation this research need more time and cost. So the researcher choose three steps of the ADDIE model.

Analysis, design and development mean the every single steps of the research are:

1. Analysis

In this section of the study, the researcher is doing the analysis of the needs of students at junior high school on grade VIII. The analysis of the students' needs consist of the analysis of the students' CEFR level, and students' needs in the context of the material in teaching and learning especially in the aspect of the local culture or tradition. Before the researcher creates the product it could be to do the analysis of students' needs for the purpose of creating the relevant English materials with students and also it can engage students' english reading skill in the school. This research is done in the MTs Nurul Huda as the participants of the research.

First step to do this analysis is to ask the English teacher for the researcher doing her research because this school has the criteria for this research. After that the researcher choose one class as the participant of the research to do analysis of the students' CEFR level by doing the instruction from the English First (EF) website (<https://www.efset.org/id/>) and also students needs about the english material for learning in the aspect of the local culture or tradition by answer the questions from the researcher. The researcher also give the questions for the teacher about the teacher's need about the local culture and also the digital media for the learning.

2. Design

After knowing the CEFR levels and needs of the students at Junior high school the researcher begins to design the prototype of materials based on the analysis about students' needs with relevant context of the materials and literature review. First step to design the product is to choose the type of the text. In this study the researcher chose the descriptive text to explain the tradition of Munjul.

The second step is to analyze the structure of the descriptive text, and analyze the content of the Munjul tradition texts by interviewing the tradisionist that understand the whole information of the tradition. Then, choose the information of the tradition that could be present in the text while considering the structure of the text itself.

The third step is check the CEFR level of the text that has been created on the virtual writing tutor. Then change any single word from the text before to improve the level of the texts, and check the CEFR level on the virtual writing tutor to make sure the text has been changed to its CEFR level. The researcher also uses the online dictionary to change any single word in the different CEFR level to easier change the text level of CEFR.

After doing the over all steps, finally the researcher has created the Munjul tradition texts that covering all CEFR levels from A1 as beginner until B2 as upper intermediate in the grade of junior high school to support students' english proficiency and which there are pedagogical principles including student-centered learning, exploratory learning, reflective learning, and inquiry learning. Then the design of the product has been created and ready for the next step of the ADDIE model of the research.

3. Development

In this step, the researcher doing the development of the product by develop the prototype of the english material resources for students of junior high school. The researcher certainly started the development

process using google site which was accessible. In this case there are several devices that can be used. The main screen of the website contains an explanation of the project that will be developed by the researcher and there are home menu, CEFR, diagnostic test, product prototype, references and readability. Furthermore, in the product prototype page, users can find out several texts in each level of CEFR, the goals are to make it easier for students or users to find out the relevant material at their own level and one step to improve students' level of CEFR language proficiency.

Then, in this step the researcher doing validate the product by the expert of material to get material validation and media expert to get media validation. First step is doing validation of the material by english teacher, The second step is media validation by media expert on the digital learning resource. If there are any revisions or suggestions the researcher will do the revision of the product and develop the better product based on the suggestions from the teacher and expert.

1.10.2 Sources and Types of Data

The type of this research was qualitative, a data source is a source of collected data, such as a person, event, activity, document, file or other item (Maryadi, et al. 2011). The term data source refers to various types of information, such as events and real-world objects. Sukandarmudi cited in Agustiana (2021) stated that data sources that are qualitative in research are not subjective, thus they must provide quality.

1.10.2.1 Primary Source

The data obtained directly from research site and observed the behaviour of people are primary data. Melsy (2015) stated that primary data is the first data used by the researcher and also it is the real-time data. Primary means the important data used for the research. The primary sources took from MTs Nurul Huda by taking data from teacher and students in the grade VIII.

1.10.2.2 Secondary Source

Secondary source is the second data that used in the research. Melsy (2015) stated that secondary data is data relates to the past. It means the data have collected someone else earlier. The secondary data of this research that reading sources of journals, books and article that are relevant with this research.

1.10.3 Data Collection Techniques and Instruments

1.10.3.1 Literature Review

The first data collection technique used by the researcher is literatue review to collect the data about the need of digital resources for the students of junior high school. Lina (2022) said that Literature review is a technique for identifying, evaluating and synthesizing research result and ideas that have been produced by researcher. The research choose literature review as a method that will be used to collect data with the intent obtainor dig deeper and detailed information by using various forms of description from previous research. This research, that literature review was carried out by looking for references to journal and books that were relevant to the topics searched on google scholar, google search, lib gen, and z library. The incluison and exclusion criteria for jornal and books found so that there not too many articles.

1.10.3.2 Interview

In this stage, the researcher gathered the data trough interview. Interview is a process of proving information that has been obtained through previous techniques (Sujarweni, 2014).

Interview has the purpose to get the data in the form of the word based on the subject that has interviewed before. This technique is suitable because the researcher attempt to get the deep information from the teacher and students at grade VIII MTs Nurul Huda that located in Munjul and the students related the problem on this research, also this school that are relevant with problem of this

research, so interview as technique to get students' needs for digital learning resource about tradition text and also to know the problem and also the weakness of the english material that has been used before. Oktarina, et al (2022) stated that there are the following points was highlighted of the students' needs analysis: local culture, students' English proficiency level, challenges on reading comprehension and descriptive text. So, the researcher help by creating an english material based on students' and also teacher's need.

1.10.4 Data Analysis Techniques

After obtained the data then the researcher analyzed the data through two stages. In this section, the researcher discussed the process of analyzing the data from interview.

1.10.4.1 Organizing, reviewing, coding & reporting data

There were several steps that the researcher used in analyzing the data from interview. The steps are adapted from Lodico, Spaulding and Voegtle (2006)

1) Preparing and organizing data

The first step in data analysis is to ensure that data is ready examined format (Lodico, 2006). In analyzing the data from interview, the researcher transcribed the audio recording obtained during the interview. The researcher transcribed the data using semi-transcription technique (Edmons & Kennedy, 2017) in which the interviewers' words are not fully transcribed in the transcription (Nashruddin, 2020). The researcher used this technique because of this technique was related to the research question transcribed, because most questions were answered with things outside the context of question.

2) Reviewing and exploring data

In this stage the researcher would usually get the answers presented the respondents. The initial review did not entail a comprehensive review of the information (Lodico, et al 2006). The researcher would read the data several times to understand what the respondent said and whether the data obtained by researcher was sufficient to answer the questions that had been asked. The data that has been read many times allows researcher to capture important points said by respondents by recording more comprehensive words or phrase. With this step, it will be easier for teachers to proceed to the next stage of coding.

3) Coding data into categories

After obtaining several important points from the review and exploration process, the researcher then did the coding. Coding is the process of identifying different data by giving labels using various categories (Lodico, et al 2006) described that the relationship or possible similarities between data. The use of coding will make the researcher easier to analyze the data. The codes are as below:

- a. Researcher using code R
- b. Students using code S
- c. Teacher using code T
- d. Traditionist using code Tra

4) Reporting and interpreting data

The researcher reported and interpreted the data in a narrative way. In most qualitative research reports, large samples of quotes from participants are included (Lodico, et al 2006). The researcher conveyed the data as it was and tried not to miss any of the information obtained from the respondents. Researcher believes to fully engage in the reader that they are

authentically representing the reality of the people and situations researched translated the participants' own words into English and attached the original form of the data in the appendix

1.10.4.2 Data Triangulation

The researcher uses triangulation technique for the data analysis. B and Heale (2019) stated that triangulation is the process to help the credibility and validity of the research. It means the triangulation is the researcher to be able to be part analyze of the data through this study. Data triangulation uses several data sources in research (Bans & Tiimub, 2021), it means the researcher uses all of the data sources and then she integrates with her own knowledge about this research.

1.10.5 Research Timeline

The researcher will be conducted in 4 months, between November 2023 until February 2024. Below is the table showing the timeline of the research.

Table 1.2

Research timeline

No	Activities	Month															
		November 2023				Desember 2023				January 2024				February 2024			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Developing research proposal																
2	Instrumental development of research proposal																

