

CHAPTER I

INTRODUCTION

In this thesis, the researcher explores using digital there are al legend resources based on a CEFR to enhance students' critical reading. Afterward, this chapter displays the background of the research, identification of the problem, the main problem, limitations of the research, research questions, the research aims, significance of the research, previous research, frame of thought, and research methodology. The research methodology includes the research method, source, and type of the data, instrument of the research, technique of data collection, and technique of data analysis.

1.1 Background of Research

Mastering English skills is crucial for Indonesian students because it is a necessity for every Indonesian student to connect to the world. However, the majority of Indonesian students lack proficiency in the English language. There are some factors that influence it, such as grammatical teaching, teacher-centered, incompetent teachers that teach more in memorizing, and uncreative media learning. Educators must invent new ways for education to serve our shared needs and common futures. There are many strengths to take forward, also much that should change. An innovative social agreement for education provides both the conceptual framework and systematic approach for revolutionizing the field of education. Transforming education involves providing support for teaching and learning that has the power to profoundly change and improve the lives of learners. Transformative education empowers individuals by fostering connections between people and the world, introducing them to novel opportunities, and enhancing their abilities to analyze, engage in dialogue, generate knowledge, and take action (UNESCO, 2022). Indonesia's English Proficiency Index is now rated 80th (EPI, 2021). This data indicates a decrease in our literacy proficiency, following our prior ranking of 74th in 2020. It is evident that the education system in Indonesia has not been successful. Indonesia's retreat from the intense global

competition was a consequence of the inadvertent demise of EPI Indonesia. Undoubtedly, there must be endeavors to enhance the caliber of education (Saepa et al., 2021). This can be seen below:

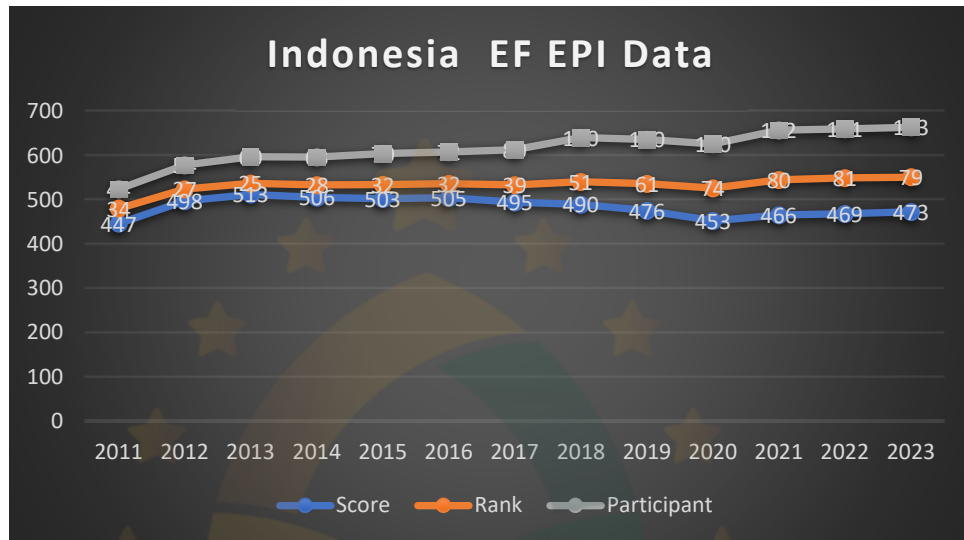


Figure 1. Indonesia EF EPI 2011-2023

Table 1 shows that the performance of Indonesian students on the English Proficiency Index from 2011 to 2023 indicates a relatively low proficiency level. According to Jayanti & Sudimantara (2023), Indonesia in the 2018 year was ranked 51 from 88 countries and obtained a 515 score. In 2021, Indonesia was ranked 80 from 112 countries and obtained 466 scores. Until the last event in 2022, Indonesia has consistently been at the bottom, ranked 81 out of 111 countries, and obtained a score of 46. Moreover, the low English proficiency in Indonesian students is related to the lack of literacy, which can be measured in the PISA program. The OECD Program for International Student Assessment (PISA) is a survey conducted every three years to evaluate students' knowledge and ability to apply it. Furthermore, the PISA survey assesses students' performance in three fundamental competence areas - reading, mathematics, and science. Each survey round includes a unique domain designed explicitly for that round. Among these domains, one is designated as the primary domain and receives special attention during the assessment (OECD, 2019).

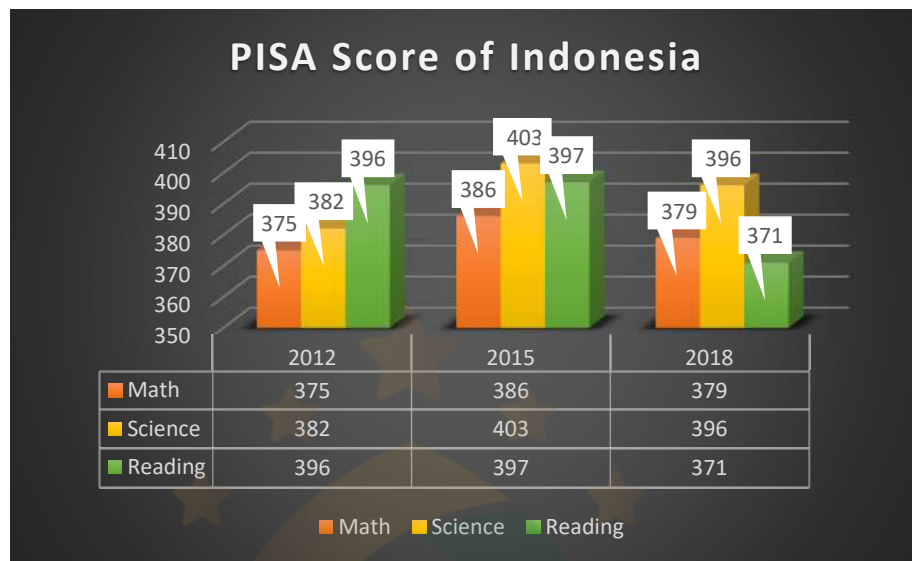


Figure 2. Indonesia PISA Score 2012-2018

Table 2 revealed that Indonesian students' literacy, science, and math scores were low from 2012 to 2018. According Helyanti (2022), PISA Indonesia ranks 73rd out of 80 nations in the 2018 international evaluation, indicating a low literacy level. Indonesian students exhibit a poor level of literacy. Indonesian students' performance from 2012 to 2018 continues to be relatively lower than the worldwide average. This result suggests that Indonesia is experiencing a severe educational crisis regarding English language skills. Based on the 2018 PISA assessment, almost 70% of Indonesian students are classified as having low reading literacy, while 72% have low mathematical literacy. These results do not meet the minimum standards required for individuals to become citizens who may actively and productively contribute to the progress of civilization (Putrawangsa & Hasanah, 2022).

Studying literature is beneficial for students in enhancing their language abilities as it enables them to effectively articulate their thoughts and feelings about the texts they read, particularly while engaging in discussions or providing responses to significant topics. Reading encompasses more than simply gathering information from written language; it also involves the capacity to analyze and ev-

evaluate knowledge by applying critical thinking skills. According to Astuti & Girsang (2022), a reading goal provides readers with a motivation to read. It would have educational implications for English teachers as the majority of students already know that reading is a study tool. There are four main goals of reading: amusement, life comprehension, self-knowledge, and understanding others. People use different skills and resources to accomplish their reading goals when they are conscious of their purpose. The true goal of reading is not to passively participate in a conversation but to grow out of it and create something that expands or endures in the reader's mind (Sangia, 2018). According to A. Lian (2022) stated that reading profoundly affects readers by broadening their access to community resources and influencing their comprehension of its influence. Reading involves more than merely understanding words arranged grammatically and influenced by psychological aspects. It is an active involvement driven by a particular objective. Developing critical reading skills enables students to translate orthographic symbols into language (word attack skills) proficiently, effectively utilize context and background knowledge to interpret written material (comprehension skills), and perceive complete sentences as cohesive units. Additionally, these skills contribute to developing fluent reading abilities (Hidayati et al., 2020). On the other hand, critical thinking skills will encourage students to achieve higher levels in their studies and professions. Hence, in this era, it is crucial to have essential reading skills because much information spreads on the internet, and students have to filter the information to prevent the worst thing for their lives and environment.

To impart critical reading abilities, educators require genuine material relevant to the actual world and closely aligned with the student's experiences. Through reading authentic information, students can gain insight into real-life occurrences and acquire knowledge from such sources (Nurazimi & Hidayat, 2021). An intriguing and authentic educational resource to incorporate into teaching is the urban legend, which imparts valuable lessons on moral and cultural

values, promoting local wisdom among students. Urban legends highlight the tremendous educational opportunities and resources not now included in the required English curriculum. They demonstrate how students can interact with community resources using a critical literacy approach while honing the abilities valued by the National Curriculum (Jones & Chapman, 2017). To effectively acquire reading skills related to urban legends, utilizing media that incorporates technology is essential. This will help to actively engage students and enhance their participation in the learning process. Incorporating ICT into a practical language setting is more crucial due to its growing prevalence as a global means of communication (Noordan & Yunus, 2022). Digital resources can provide the necessary technologies to enhance critical reading skills. Education institutions can utilize digital resources in diverse ways to enhance teaching and learning. Technology can enhance learning through electronic grade books, digital portfolios, learning games, and real-time feedback on instructor and student performance (Aslonbekovna, 2023). During the learning process, the teacher needs to ascertain the students' target by assessing their competency and level of English.

According to Kamil (2023), Merdeka Curriculum's English teaching and learning objectives aim the level of English proficiency to be reached in English teaching and learning across different stages of schooling by referencing The Common European Framework of Reference for Languages (CEFR). During Phases E and F of the SMA/MA/SMK/MAK/Package C Program, the primary objective of English instruction is to achieve proficiency in both oral and written language abilities, aiming for a CEFR B1 level (Kemendikbudristek, 2022). Following high school graduation, learners are expected to learn English skills at the B1 level of the CEFR according to the Merdeka Curriculum. According to Pujianto et al. (2023), the curriculum's B1 level demands that students be able to: (1) communicate clearly and maintain interaction in a variety of contexts; (2) deliver primary ideas that are fully conveyed; and (3) keep communication even

in between. Students must achieve the expected level of B1 in phases E and F, which are for students in grades 10 through 12, and teachers must be one level above the students or at B2 level.

Regarding the goals of teaching and studying English reading in Phase E (grade 10), the subject of the current study, the curriculum materials provide the following: By the time Phase E concludes, students can read and react to a wide range of texts, including recounts, reports, expositions, descriptions, and narratives. People read for information or to discover new things. They identify and assess the key points and particular features in a range of texts. Print or digital texts, including interactive, multimodal, and visual texts, may be used for these texts. Their comprehension of the major concepts, problems, and storyline progression in diverse books is growing. They recognize the goals of the authors and are learning basic inferential techniques to aid in their comprehension of the information that is provided in the texts (Kemendikbudristek, 2022). Hence, students can reach their goals based on their English level and be more efficient.

According to the CEFR learning outcomes for reading abilities, literature is essential for students to reach competency levels, as shown in the illustrated descriptors. Teachers at all educational levels must employ literary reading as a practical language-learning resource to attain the CEFR objective (Kaowiwattanakul, 2021). In this transformative learning, students need to learn about their environment to connect with the world. However, critical thinking is also a skill that has to be mastered by students in this era. Thus, teachers should find a way to teach that skill, and story is one way to teach critical thinking effectively. They integrate technology and stories that provide cultural wisdom, like urban legends, to help students boost their reading skills. Therefore, combining sound pedagogy, media, and material can make the learning process meaningful.

The researcher developed a digital learning resource integrating authentic material with cultural and moral values. Using narrative texts such as urban lege-

nds aim to teach students so that they do not forget about their culture, events, and the history of their place, and so students can learn and implement the moral values to face society. Moreover, the text also integrates the CEFR levels and the Reading for Emotions tool as the structure of the text. The researcher provides some CEFR levels in the text to support students with different levels and also support students to understand the text because students can be familiar with the vocabulary in the text so that CEFR can support the understanding of reading skills and critical reading for EFL. Furthermore, the digital learning resource has some reading activities to support crucial reading because students have to understand, analyze, give opinions, and solve the problem in the text. Furthermore, with the development of technology, some high schools in Brebes allow students to bring gadgets to support teaching and learning activities, and schools also facilitate computers for students. Therefore, the researcher focused on developing a non-traditional teaching-learning media that integrates with an urban legend from Brebes and CEFR to support the understanding of the text and empower critical reading.

1.2 Identification of Problem

Indonesian students struggle to learn English because it is not the primary language used in Indonesia. In order to facilitate the teaching and learning process, several essential components are required, including a teacher, students, instructional materials, media, methods, approaches, and strategies. To effectively study English, learners must possess strong literacy abilities, which can be achieved through critical reading to attain mastery of the language. However, most Indonesian students encounter challenges in comprehending the texts they read. Traditional teaching methods, which focus primarily on grammar instruction, are teacher-centered, rely heavily on printed materials such as textbooks and worksheets, and lack engaging media and methods, which can cause this issue. Students lack desire, experience boredom, struggle to comprehend their studies, and fail to fulfill their goals to the fullest extent. The underperformance of students

in English can frequently be attributed to inadequate resources or materials, overcrowded classrooms, teachers needing improved training or English proficiency, and regulations that hinder teachers from employing diverse teaching methods in English instruction (Ellen & Sudimantara, 2023).

In the 21st century, incorporating technology into the educational process is inevitable. Therefore, teachers require digital media or digital resources to facilitate an interactive learning experience and motivate students to participate in activities actively. However, the usage of digital media or digital resources should be aligned with the student's environment. If teachers integrate technology without considering the appropriateness and relevance of the information to the students, it will not effectively achieve the desired goals. Therefore, by examining materials that can stimulate learners, they will become more engaged and active in exploring their information. The strategy used in the learning process is a critical factor that significantly influences students' outcomes. Teachers can employ a range of strategies and tactics to enhance the engagement of the learning process. Equipping students with internet access and technological gadgets like smartphones and laptops can enhance their classroom engagement and contribute to their overall satisfaction. Nevertheless, students can readily comprehend the information.

The efficacy of integrating technology in the learning process is contingent upon clear explanations, ample support, and relevant references. Technology enables students to become more involved, develop autonomy, and promote analytical thinking. Students can get better results by offering technology that offers high-quality content, comprehensive features, evaluation, and feedback. Students can develop greater interest and excitement in learning content when it is presented through stories tailored to their English level. Hence, it is crucial in the 21st century to cultivate digital media to examine issues, necessitating researchers to investigate the matter thoroughly. Digital technology has revolutionized the expectation that influence our everyday routines, including how

we approach learning. The concept of "new learning" did not originate from anyone. The emergence of a culture of learning, rather than a theory of learning, is facilitated by the dialogic opportunities technology has introduced. (A. B. Lian, 2014).

1.3 Delimitation and Focus of the Study

The delimitation of this research is time and cost when investigating this study. This research is focused on developing a digital resource based on CEFR that contains urban legend from Brebes as a digital resource to learn about local wisdom that impacts students' critical reading because the use of stories can be one of the ways to engage students in the learning process. By delimiting and focusing the research in this way, the study becomes more targeted, making it feasible to develop a digital resource that meets specific educational and linguistic needs. Focusing on CEFR levels, critical reading skills, and authentic material relevance ensures that the resource is practical and contextually meaningful for students. The delimitation of this study is the time, so the researcher only developed this digital learning resource without implementing it in the classroom. The researcher analyzed the needs of teachers and students to develop this digital learning resource. Alternatively, the researcher employed expert validation to verify the suitability of the digital learning resource for both teachers and students.

1.4 The Question of The Research

Based on the background of the research above, the researcher proposes the main problems as follows:

1. What are the requirements of teachers and students on a digital resource?
2. How is the prototype of a CEFR-based digital urban legend resource?

1.5 Aims of The Research

The objectives of this study that represent what this research expected to achieve are described as follows:

1. To identify the requirements of teachers and students on a digital resource
2. To identify the prototype of a CEFR-based digital urban legend resource

1.6 Significance of the Research

After the researcher conducts this study, there are some benefits. This thesis is supposed to contribute to the development of digital media based on CEFR because, in this era, students are forced to integrate with technology and learning based on their level to achieve their goals. Hence, this research can significantly contribute to readers in some ways that boost their knowledge. However, this thesis also contributes to teaching students about their environment by providing urban legend text about their area so it can teach students about local wisdom that can be implemented in real life. The results of this study are expected to increase students' critical reading about the phenomena of their environment, such as urban legend. This thesis can also become a reference for researchers who want to develop digital media based on CEFR that takes students' environment context to enhance critical reading.

1.7 Theoretical Foundation

This research includes some applications of theories. This stage contains an overview of the literature related to the research subject.

1.7.1 Digital Learning Resources

A digital resource is a resource that requires access to a computer or any electronic device and encompasses a compilation of data, such as text from full-text databases, electronic journals, image collections, and other multimedia and media-based goods. Numerical, graphic, or temporal values refer to quantifiable data, visual representations, or time-related information. An example of this could be a commercially available title that was created and published with the intention of being sold for profit (Avinash Dukare, 2020). According to Diaz (2021), digital learning resources refer to electronic resources, such as apps, software, programs, or websites, that actively involve students in learning activities and align with their

learning objectives. The educational resources developed by teachers in the field of electronic learning cater to the immediate requirements of students who are pursuing self-directed study of the theoretical content of the course. Consequently, this has an impact on student motivation within the classroom and organizes topic knowledge as students acquire proficiency in essential skills and problem-solving abilities. Furthermore, electronic educational tools serve as a means for students to cultivate digital competencies, which are essential skills for students in the 21st century (Volkodav & Shlyapina, 2021).

Common digital educational materials encompass electronic mail, digital audio, multimedia software, and online learning management systems. The objective is to achieve efficient dissemination of educational materials (Sadiku et al., 2017). According to (Heine et al. (2023), the fundamental components of digital resources include: a) Online information, websites, and platforms, b) Multimedia content encompassing images, audio, and video, c) Learning materials, d) Online games, e) (Educational) software, apps, and programs, and f) Social networks.

According to Kewal-Ramani et al. (2018), some aspects of digital resources include

1. Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations that actively engage students in academic topics.
2. Availability of online databases and other original source documents
3. The utilization of data and information to individualize learning and deliver focused supplementary teaching.
4. Assessments conducted via the internet and computer systems.
5. Learning settings that facilitate extensive collaboration and communication, including opportunities for students to collaborate with subject matter experts and their peers.
6. Hybrid or blended learning refers to a form of education where students

get instruction both in a physical venue, such as a school and through online delivery. This type of learning allows students to have some flexibility over when, where, and how they learn.

7. Provision of online educational options for students living in rural or remote regions.

According to Ashikuzzaman (2016), there are several advantages of digital resources, specifically:

- 1) Unprecedented accessibility: The need for a physical visit to the library in order to obtain information is no longer necessary. E-resources have eliminated the limitations of time and distance, providing unmatched accessibility. Whether you are a student, researcher, or simply curious, electronic resources allow you to access information conveniently from your home, office, or any location with an internet connection. The ability to access knowledge 24/7 has created limitless opportunities for learning and inquiry.
- 2) The sheer magnitude and variety of electronic resources is simply astonishing. The variety of accessible resources, ranging from electronic books and academic journals to databases and multimedia assets, is practically boundless. Libraries have the ability to carefully choose and organize vast collections of materials without being limited by the physical space restrictions typically found in traditional libraries. The wide range of information offered ensures that resources from different fields and topics are easily accessible, meeting the unique requirements and interests of consumers.
- 3) Real-Time Information: Electronic resources offer a substantial benefit in terms of immediacy. Digital resources provide immediate access to the most up-to-date information and research, unlike print publications which can have a distribution delay. These characteristics are especially advantageous for researchers, professionals, and students

who need current data and insights. By using electronic resources, you may remain at the forefront of your industry, ensuring that you keep up with the ever-changing landscape of knowledge.

- 4) Improved discoverability and user-friendly interfaces: E-resources greatly facilitate the process of finding important information. Users are able to efficiently find specific material within large collections thanks to the robust search capabilities, sophisticated filtering choices, and user-friendly interfaces. In addition, the use of metadata, indexing systems, and keyword searches simplifies the process of retrieving information, resulting in time and effort savings. E-resources are designed to be user-friendly, providing a smooth and effective experience for both beginners and experts.
- 5) Cost-effectiveness: Digital resources provide a financially efficient option compared to traditional print products. Libraries can greatly diminish the costs associated with obtaining, housing, and maintaining tangible resources. Additionally, users can save their expenses on transportation and subscription fees, as electronic resources eliminate the necessity of physically visiting libraries or purchasing individual copies. This cost-effectiveness allows libraries to spend their money more efficiently and guarantees broader access to knowledge for a larger audience.
- 6) Preservation and Sustainability: E-resources offer a notable benefit in terms of digital preservation. Contrary to physical things which may deteriorate with time, digital resources may be preserved, saved, and replicated without any loss in quality. This preservation effort guarantees the durability of vital information, so promoting the long-term viability of knowledge for future generations. Digital resources are essential for protecting our shared intellectual legacy.
- 7) Interactive Learning Experience: Digital resources surpass traditional

text-based materials by integrating interactive features and multimedia aspects. Learning is enhanced by the use of videos, audio files, simulations, and interactive modules, as they make the content more vivid and promote active participation, leading to a greater level of comprehension. The interactive aspect of electronic resources increases the whole learning process, making it more dynamic, immersive, and enjoyable learning experience, making it more dynamic, immersive, and enjoyable.

1.7.2 The Notion of Reading

Reading is a cognitive process that necessitates a sequence of abilities. Reading is a cognitive process rather than a mere activity of moving one's eyes. Proficient reading necessitates the establishment of a coherent sequence of cognitive processes or mental frameworks, and the cultivation of these mental frameworks necessitates regular practice to internalize them (Tarihoran & Rachmat, 2019). According to Madolimovich (2022), reading is an interactive process in which language learners understand and synthesize the overall meaning of a book through the utilization of various reading methods and skills. Developing and honing effective reading strategies and approaches is crucial for achieving greater success in learning foreign languages. The reading process begins with the reception of visual stimuli, which are perceived through the interpretation of graphic symbols using the sense of sight. Reading is not an isolated action, but rather a product of multiple processes that are integrated into an engaged reader mindset (Syakur et al., 2020). According to Par (2020), reading is a dynamic and reciprocal process of creating significance that engages both the reader and the text being read. During this phase, a reader utilizes specific reading strategies to comprehensively and professionally understand the content of the reading materials or texts. Reading comprehension is the ability to grasp a written passage by integrating the reader's existing knowledge with the information in the text to gain a full understanding of its content. Nevertheless, students often encounter challeng-

es when it comes to reading acquiring comprehension skills. The lack of recall of words, ineffective learning techniques, low motivation, or the influence of other subjects that are considered more important than English may directly contribute to this phenomenon (Amin & Wahyudin, 2022).

According to Wahjudi (2010), the reading exercises consist of three stages: pre-reading, while-reading, and post-reading. During the pre-reading stage, the teacher typically focuses on broad aspects of the topic to prompt students to share their existing knowledge and prepare them for the upcoming content. During the reading stage, it is customary to read a text with a specific objective or personal interest in mind. An essential objective is for the teacher to exemplify effective reading methods, including the identification of main concepts, anticipation of upcoming material, establishment of connections between ideas, inference of the meaning of unknown words based on context, and the decision to skip unfamiliar terms. Once the students have finished the reading stage, they are anticipated to have acquired fresh information from the book. Typical actions that follow reading include: generating narratives or conclusions, designing visual displays, reassembling texts, and interrogating the text or author's perspective.

1.7.2.1 Reading Purposes

Reading is not only earning information from the text but it has three purposes, namely;

1. Reading in the classroom

Teachers and students interact directly with the material during reading activities. It indicates that one of reading's purposes has been achieved. The reader separates what is just enabling from what he wants to add permanently to his area of knowledge and competence. The true goal of reading is not to respectfully participate in a conversation, but to grow from it into something that spreads or persists in the reader's conceptual environment (Sangia, 2014).

2. Reading for enjoyment

It refers to reading that we choose to conduct on our own initiative in the hopes of finding fulfillment from the process. It also describes reading that we continue because we find it interesting, even when we started at someone else's urging. At a time and location that works for us, it usually contains elements that represent our personal preferences (Clark & Rumbold, 2006).

There are some benefits of reading for enjoyment including; a) reading proficiency and writing ability, b) text comprehension and grammar, c) vocabulary breadth, even after controlling for other pertinent abilities like IQ or text-decoding skills, d) positive reading attitudes that are associated with reading achievement, e) increased self-confidence as a reader, f) later-life pleasure reading, g) expanding general knowledge, h) improving a better understanding of other cultures, i) increasing community participation, and j) expanding a greater insight into human nature and decision-making.

3. Reading for self-development

Self-development is crucial in determining if the user will read this kind of content or what he or she wants to read. In order to achieve their reading objectives for self-development, users can always select and manage the reading topics. There are two objectives that promote self-development include expanding one's horizons and learning about the unknown. 1) To achieve a broadening of horizons, it is necessary to offer articles, viewpoints, and subjects that people would not often read yet believe to be intriguing. Expanding one's perspective allows one to have second, third, or any additional viewpoints or choices to remove polarization in a given news story. 2) In the meantime, learning about the uncharted techniques to find undiscovered items concealed in underexplored areas of users' histories may lead them to entirely new areas, potentially igniting their curiosity (Pinem & Effendi, 2021).

1.7.2.2 Reading Strategies

According to Banditvilai (2020), there are some reading strategies, namely:

1. Skimming

One reading strategy for quick reading is skimming. The goal of skimming a book chapter is to gain a general understanding of the text's structure and major topics. When a reader skims a piece, they read it rapidly and omit the details. Each paragraph's first sentence is read by them. The essential point is usually stated in the topic phrase of each paragraph. The first sentence of the first paragraph is where a topic sentence is most frequently found. The first line of the final paragraph is the second most likely location for a topic sentence.

2. Scanning

A reading technique that enables the reader to quickly find specific information is scanning. With scanning, you know what kind of information you're looking for before you start. Finding precise information is the goal of scanning. Reading comprehension is particularly enhanced by scanning. Reading slowly is a common practice among students who want to read every word. Reading and comprehension can be accelerated for students who scan.

3. Making Predictions

It is a technique where readers infer details about the content from the title and artwork. They may predict the content of a new text by using the title to trigger their memory of previous texts. Effective readers are able to foresee what will happen next or what viewpoints the author will present to bolster a topic while they read.

4. Questioning

By asking questions, students may keep an eye on their understanding and maintain their interest in what they are reading. Before, during, and after reading, readers can utilize the questioning. Students can

reflect on what they are reading, become active and independent readers, and learn how successful reading strategies are for English reading comprehension by asking questions while they are engaged in the reading process.

5. Summarizing

In order to summarize, the reader must decide what is significant while reading and then rephrase the material in their own terms. Students will be able to differentiate between supporting and major concepts when they summarize. Another aspect of the summarizing process that will enhance students' ability to comprehend texts is differentiating between related and unrelated information. Even in lengthy readings that students typically view as difficult, summarizing is a technique that aids with thought organization (Küçüköğlu, 2013).

6. Inferring

Reading between the lines is referred to as inferring. To reach their own conclusions, students must combine information from the book with what they already know. Students will be able to come to conclusions, make predictions, recognize underlying themes, use information to infer meaning from text, and infer meaning from pictures through inferring. Students can be taught how to draw conclusions using titles from the text, graphs, photos, dates, and relevant vocabulary (Küçüköğlu, 2013).

1.7.2.3 Types of Text

According to Riswanto & Kasmairi (2017), there are 12 types of texts, namely;

1. Narrative text

A narrative text entertains readers by narrating past events that deal with issues or troublesome situations that cause a crisis and ultimately find a solution (Sinaga, 2020). There are two categories of narrative writing:

(1) Non-fiction is a type of narrative writing that relates an actual event. It is frequently used to narrate fresh stories, significant historical events, or a person's life story. 2) Fiction is a type of storytelling that conveys an inaccurate story, therefore this is truly a blend of narrative and informational writing. The narrative created by the author, whether it is in a novel, comic book, short story, etc. This fiction's primary goal is to entertain, while occasionally it also aims to impart moral lessons. This structure of this text, such as 1) orientation: introduces the participants and sets the setting. 2) Complication: a crisis occurs. 3) Resolution: Whether for better or worse, the situation is over. 4) Reorientation: optional, with a moral or conclusion.

2. Descriptive text

A descriptive text is a type of text intended to provide information. This type of writing describes a certain object, animal, person, or others; examples are our pets or people we know well. 1) Identification: The purpose of the identification element is to introduce and identify particular participants (a person, object, location, animal, or event) that will be discussed in the descriptive language. 2) Description: the description seeks to provide a description of the particular participant in the text. It includes descriptive data or information about the particular participant by describing its traits, attributes, personality, and habits (Anggun, 2016).

3. Recount text

It describes past events or experiences (prior moment experience). Informational or entertaining purposes are the goals of the recount texts. The general format of this text, including 1) orientation: to provide details on the event or events that took place in the past, including who, where, and when; 2) events: a chronicle of what transpired, typically presented chronologically; and 3) reorientation: repetition condenses the incidents, events, or sequence of events described.

4. Report text

A report text is a kind of text that organizes information regarding objects or phenomena in the world, whether they are natural or man-made. Presenting information about a general topic is the aim of a report text. In general, it explains how things are in relation to the arrangement of man-made, natural, and social phenomena in our surroundings, including mammals, the earth, rocks, plants, regional countries, civilizations, transportation, and so forth. The text's structure includes the following: 1) Title: a report's title serves as a general indicator of the text's subject. 2) General Classification: this section describes how many items, including plants, animals, and public spaces, are categorized. 3) Description: this section provides a detailed description of the topics that will be covered, including parts (and their functions), attributes, behaviors, and habits (Hasibin et al., 2022).

5. Analytical exposition text

The goal of an analytical exposition text is to influence the reader to share the author's beliefs. The text is structured into three parts, one of which is the thesis: an opening argument. It presents the subject and informs the audience of the author's stance. 2) Arguments: include points and explanations. 3) Reiteration: the author provides an overview of their points of view and arguments. There are five linguistic features are present in analytical exposition texts. The use of expressive language comes first. Then, it uses of the simple present tense. Utilizing relational processes, internal conjunctions, and causal conjunctions is the last one (Garintama, 2018).

6. Hortatory exposition text

A hortatory exposition text is a kind of written or spoken text that aims to inform readers or listeners of why a certain action or event should be taken. Typically, hortatory exposition consists of three standard parts: (1) A thesis is an assertion or declaration of concern.

(2) Arguments, which provide grounds for worry and ultimately lead to recommendations. (3) Recommendation: based on the arguments presented, it states what ought to or ought not to occur or be done. The language features are also present in hortatory exposition texts. (1) It uses mental processes, and (2) It focuses on both general human and nonhuman participants. It is employed to express the speaker's or researcher's thoughts and feelings about a subject. For instance: recognize, experience, etc. (3) Material procedures are frequently required. It is employed to describe events, such as "has polluted." (4) The passive voice and simple present tense are typically used. (5) Sometimes enumeration is required to display the list of provided arguments, which are presented first, second, and last (Geraldine et al., 2019).

7. Procedure text

It displays a procedure for creating or operating anything that demonstrates how something is carried out using standard procedures. This text aims to provide guidance on how to accomplish a task by means of sequential acts or steps. The structure is 1) goal: details about the procedure's purpose or intention; 2) material: ingredients or tools required to accomplish the goal; and 3) steps: lists of actions or sequences that must be followed in order to accomplish the goals specified in the aim/goal section.

8. Explanation text

An explanation text is a type of text that clarifies how or why something occurs. Instead of looking at the objects, it looks at the ways. An explanation text's objective is to explain each step of the process (the how) and provide justifications (the why). A brief piece of information that deals with the processes involved in understanding and clearly stating the how or why of specific occurrences, phenomena, and concepts that occur in logical and specialized disciplines is called an explanation. Complex sentences, no-

un groups, the simple present tense, the passive voice, and conjunctions of time and causality are examples of grammatical elements found in explanation texts (Aida & Widiyati, 2020).

9. Discussion text

A discussion text is one that contrasts and supports arguments. It is a text that offers at least two viewpoints on a particular topic that has certain characteristics; the topic is typically reviewed, arguments for and against are included, a conclusion and recommendation are optional, the simple present tense is used, modal are used, the argument is additive, contrastive, and there is a casual relationship between each argument (Gusdiana & Rosa, 2013).

10. News item text

A news item text is a text that is used to tell readers, listeners, or viewers about the day's happenings that are deemed significant or newsworthy. Informing readers, listeners, or viewers about current events that are deemed noteworthy or significant is the social role of news item text. Three components make up the general framework of a news item. The first section is devoted to newsworthy events, which includes a summary of the events. Background events are covered in the second section. Experts on the incident provide an explanation of what transpired, who was affected, and under what circumstances in this section. The final part is the source, which includes remarks from attendees, witnesses, and event officials. In addition, the text of news items has some linguistic characteristics. These include details on how to use headlines, how to use material processes to recount events, how to emphasize the situation, how to use action verbs, speaking verbs, passive sentences, and how to use adverbs in passive sentences (Handayani, 2017).

11. Spoof text

A spoof text is a narrative that takes place in the past and has a hum-

orous and unexpected conclusion. Its societal role is to share the story and provide entertainment. A generic spoof text structure consists of three parts: 1) Orientation, 2) Events, and 3) Twist. The Spoof language feature is: a) concentrating on people, animals, or specific objects; b) using action verbs like "ate," "ran," etc. c) employing time and place adverbs, and d) telling in chronologically (Gultom, 2016).

12. Anecdote text

An anecdote is a brief, humorous, yet serious story that might portray a real or fictional character or occurrence. Anecdotes can be as short as the provocation and the circumstance. Every anecdote is portrayed as being based on a true story about real people, famous or not, typically in a recognizable location. Anecdote reveals satire within. Even though anecdotes might be funny, they are not joke since their main goal is not to make people laugh but rather to highlight a truth that is broader than the short story or to illustrate a character feature in a way that makes you realize it at its core. The general anecdotal structures are 1) abstract: denotes the recounting of a peculiar, odd, or humorous event. 2) Orientation: provides background information or an introduction. 3) Crisis: gives information about an odd, rare, or humorous incident. incident response to the emergency. 4) Coda (optional): a contemplation or assessment of an odd, rare, or humorous situation (Gultom, 2016).

Therefore, the researcher used narrative text for the material for the digital learning resource. The types of narrative text that the researcher used was a non-fiction, that is urban legend because students should learn their environment. Students have to learn about tradition, places that contains history, moral values and cultural in order that students do not forget about their history and tradition.

1.7.2.4 Narrative Text

In Indonesian, the term "narrative" refers to a sequence of events or a

progression of occurrences. The terms "text" or "text" refer to written language. A narrative text is a composition or tale composed of a sequence of interconnected events, which is conveyed using a blend of written, spoken, and/or moving visuals (Perdiana & Suryadi, 2022). According to Madu (2024), A narrative text is a written composition that presents a sequence of events or incidents chronologically. Narrative text possesses certain traits and components that are absent in other forms of text. The narrative text has a narrative framework that encompasses story components such as setting, characters, conflict, plot (including rising action, climax, and falling action), and resolution. Furthermore, numerous narratives encompass morals and ideas. For example, fables are concise narratives that are accompanied by a significant moral lesson (Ardiya, 2019). Narrative text is a form of written communication that recounts fictional stories, legends, folktales, fairy tales, and stories from other locations. Its primary purpose is to provide entertainment to the reader (Ardiansyah & Jaya, 2020).

According to Nikmah (2020), narrative writing follows a standardized framework that can be identified as: Introduction: This refers to the initial paragraph in the text's narrative. In the orienting phase of a story, the characters are introduced. The story consists of the characters, setting, and time frame in which it takes place. Complication: The issues in the narrative progressing. The issue occurred at a specific time and progressed over time. Resolution: The issues presented in the narrative have been successfully resolved. What is the outcome of the problem: a positive or negative ending? Coda/reorientation (optional): the moral or insight that can be derived from the narrative. According to Lubis (2017), the qualities of narrative text include: a) it recounts a story or series of events, b) the events are often presented in chronological sequence, reflecting their occurrence in time, and c) the narrator has a specific intention or objective in sharing the story. The narrator has certain points and impressions they want to communicate to the reader. Hence, the specifics of this story are carefully chosen with intention.

1.7.3 Critical Reading

Critical reading is a dynamic and intricate process that requires the reader to analyze and evaluate the text, as well as articulate and structure the significant connections within the text (Donkol, 2023). Critical reading is the act of comprehensively understanding texts and evaluating their quality. It entails inquiring about the author's aim, the structure and purpose of the work, and the meaning of individual words and phrases. Discerning readers also take into account the circumstances in which a piece was composed and the potential interpretations it may elicit from various audiences. Proficient critical reading skills are essential for achieving success in both academic and personal spheres, as they enable individuals to evaluate material meticulously and consequently make well-informed decisions. To engage in critical reading, one must read with the specific intention of discerning and assessing the overall "excellence" of a given book. Essential techniques for critical reading include inferring, claim/counter-claim analysis, journaling, annotating the text, rereading, modifying reading speed, measuring comprehension, employing the SPQ method (Stop, Paraphrase, and Question), adopting a contrarian perspective, and applying critical lenses. These tactics aid readers in the critical evaluation of a text, thus improving clarity and understanding (Heick, 2022). According to Hidayat & Sumadi (2019), critical reading necessitates an engaged communication process that entails making comments and evaluations about the content being read. In the process of critical reading, the text being read serves as the foundation for reading other texts, while readings from different texts provide the foundation for understanding the text being analyzed. After the act of reading is completed, the delivery of the intended message of a text persists.

During critical reading, readers exhibit attentiveness, active involvement, introspection, and analytical thinking, engaging in a reciprocal exchange with the author through the written material. Through the acquisition of critical reading abilities, students are expected to become discerning readers (Al-Shaye, 2021).

Engaging in critical reading enhances their performance on academic assessments and examinations. Students who possess strong critical reading abilities are likely to excel academically and achieve success in both schools and colleges (Hidayati et al., 2020). The primary objective here is to equip teachers with the necessary skills to enhance students' academic performance when they enroll in any tertiary education program (Hudson, 2007). Engaging in critical reading entails a demanding and thorough procedure. Active involvement with the text is required, as it can enhance the satisfaction and productivity of reading. This, in turn, aids in approaching challenging subjects with greater confidence (Elhadi, 2019).

According to Niculesce & Dragomir (2023), critical reading abilities and methods encompass the capacity to meticulously study, assess, and understand written content carefully and intentionally. Proficiency in these abilities is crucial for interpreting intricate texts, discerning crucial details, and cultivating a subtle understanding of the author's purpose. Notable critical reading skills and practices include:

- 1) Active reading entails actively engaging with the text, rather than simply reading it passively. It refers to the act of inquiring, establishing relationships, and questioning assumptions during the process of reading.
- 2) Examining the text's structure: This entails deconstructing the text into its constituent elements, such as paragraphs, phrases, and clauses, and analyzing how they interconnect to convey meaning.
- 3) Analyzing the author's intent: This entails examining the reasons behind the author's writing and the specific message they aim to communicate.
- 4) Assessing the evidence: This entails evaluating the caliber and persistence of the evidence provided in the text, and determining whether it substantiates the author's argument or not.
- 5) Analyzing and contrasting perspectives: This entails assessing the various opinions offered in the text, as well as those that are omitted, and evaluating their respective merits and drawbacks.

- 6) Identifying bias: This entails recognizing the author's potential biases and preconceptions and assessing how they could impact the content of the writing.
- 7) Establishing connections: This process entails linking the text to the readers' existing knowledge and experiences, as well as to other texts they have encountered, in order to enhance their comprehension and appreciation of the material.

Teachers should utilize suitable pedagogical approaches in their reading instruction and demonstrate creativity and critical thinking in their teaching practices to facilitate the development of student's critical reading skills. Consequently, students have the potential to excel in whatever course or subject they are enrolled in. Teachers should reflect on their desired outcomes, not solely focusing on meeting teaching objectives. The ultimate goal is for students to become professional critical thinkers, capable of analyzing their thoughts (Kadir et al., 2014).

1.7.4 CEFR in Teaching and Learning English

The Common European Framework of Reference for Languages (CEFR) is an international standard that delineates the language proficiency of English language learners at varying levels (Council of Europe, 2018). The primary objective of the framework is to establish a universal or global standard for evaluating language skills and language proficiency. The CEFR scales have six levels measuring linguistic proficiency: A1, A2, B1, B2, C1, and C2 (CAMBRIDGE, 2016).

	C2	The users can effortlessly comprehend nearly any auditory or written information. They can synthesize information from various oral and written sources, reconstructing arguments and narratives logically and organized. They can communicate
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Proficient User		spontaneously, with great fluency and precision, distinguishing subtle nuances of meaning even in more intricate contexts.
	C1	The users can possess the ability to comprehend an extensive variety of complex and lengthy texts, as well as identify underlying meanings that are not explicitly stated. The users can communicate articulately and effortlessly, displaying a natural flow of language without hesitation or difficulty finding the right words. Can professionally and adequately utilize language in a versatile and efficient manner for social, intellectual, and professional contexts. The user can generate articulate, logically organized, and comprehensive written content on intricate topics, demonstrating efficient utilization of organizational frameworks, connectors, and cohesive elements.
Independent User	B2	The users can comprehend the primary concepts of intricately written material, encompassing both tangible and conceptual subjects, including technical talks within their area of expertise. The users can engage in conversations with high fluency and naturalness, allowing for smooth and comfortable communication with native speakers. They can generate articulate and comprehensive written content on a diverse array of topics. Additionally, I can effectively present my perspective on a current issue by outlining the pros and cons of several options.
	B1	The users can comprehend the key ideas of concise and well-defined information about known topics that I frequently meet in many settings such as work, school, and leisure activities. The users are capable of handling most scenarios that are likely to occur while traveling in a region where the local language is spoken. Can generate coherent written passages about subjects that are known or personally intriguing. One can include descriptions of experiences and events, dreams, desires, and

		ambitions, as well as offer concise justifications and explanations for opinions and plans.
Basic User	A2	The users can comprehend sentences and commonly used phrases pertaining to topics of utmost importance (e.g., fundamental personal and familial details, shopping, local geography, employment). Proficient in basic communication for simple and repetitive jobs that include straightforward and direct information sharing on common and routine topics. The user can provide a concise description of their personal background, immediate surroundings, and any pressing concerns they require assistance with.
	A1	The users possess the ability to comprehend and employ common, everyday language and extremely fundamental ones that are intended to fulfill specific objectives. They possess the ability to provide an introduction for themselves and others, as well as inquire and respond to inquiries on personal information such as place of residence, acquaintances, and possessions. They can engage in basic communication as long as the other individual speaks at a slower pace, enunciates correctly, and is willing to offer assistance.

Table 1. CEFR Levels

In the current trend of English language education, there is a focus on using the Common European Framework of Reference for Languages (CEFR) in curriculum design, testing, and evaluation. Literature is important for improving students' English language skills (Jones & Carter, 2012). According to (Kaowiwattanakul, 2021), the CEFR learning outcomes for reading abilities, literature is deemed essential for students to attain the desired competency levels, as stated in the illustrated descriptors. Teachers at all educational levels are expected to employ literary reading as a valuable resource for language develop-

ment in order to attain the CEFR objective. Implementing the Common European Framework of Reference (CEFR) in English language education will enable students and teachers to incorporate 21st century learning methods into the classroom. Mastery of communication skills, which are considered a crucial component of 21st century skills, can be achieved through engaging in effective speaking activities inside the classroom. Speaking skills are encompassed within the Common European Framework of Reference for Languages (CEFR), wherein students concentrate on their innate actions and assume a more participatory role, while the authority of teachers/lecturers in the classroom is also curtailed. Furthermore, this will foster a mindset of analytical thinking among students (Miqawati et al., 2023).

According to Europe (2020) the CEFR's objective is to assist language professionals in enhancing the quality and efficacy of language learning and instruction. The CEFR does not prioritize assessment, as indicated by the word order in its subtitle - Learning, teaching, assessment. The objective is to encourage and streamline collaboration between educational institutions across various countries. This aims to establish a solid foundation for the reciprocal acknowledgment of language qualifications. Additionally, it aims to support learners, teachers, curriculum developers, examination bodies, and educational administrators in aligning and synchronizing their endeavors.

According to CAMBRIDGE (2013), teachers can derive several advantages from using CEFR scales, including

- a) A clearer understanding of language proficiency levels.

The CEFR provides a standardized framework for describing language proficiency levels using a common terminology. CEFR levels are increasingly being used to characterize national, local, and school policies, making it crucial to understand their significance.

- b) Gaining a clearer understanding of the specific areas in which learners re-

quire improvement.

The CEFR outlines the specific skills and abilities that learners must possess in order to progress to the next level. This tool will be very useful in illustrating the description of various component skills at each level. You possess a general understanding of the characteristics of a B2 student. However, what specific skills should they possess in terms of comprehending lectures/speeches, composing correspondence, and demonstrating oral fluency? The CEFR provides a framework for assessing the specific requirements of several components of English language acquisition.

c) Evaluation matrices

The CEFR scales are highly useful for constructing personalized assessment grids. These utilize the descriptors within the scales and can assist educators in evaluating their students throughout and upon completion of a course. They can also be used for self-evaluation by the learners; however, it is usually required to simplify them for this purpose, or even translate them in certain circumstances.

1.7.5 Urban Legend in Teaching and Learning English

Urban legends are a prevalent type of contemporary folklore designed to entertain readers of various ages, primarily residing in large cosmopolitan cities. The stories within these works depict various societal perils, enigmas, and confrontations that individuals encounter in modern society, specifically encompassing deceit, larceny, delinquency, abduction, and substance abuse (Jason, 1990). Urban legends convey a moral lesson by presenting characters who grapple with daily ethical difficulties like dishonesty, irresponsibility, disobedience, and exploitation of innocent individuals. These legends serve as a test of individuals' moral and ethical principles (Rodriguez, 2008).

Urban legends are genuine resources that allow learners to engage with au-

thentic language in practical contexts. EFL teaching should incorporate urban legends into the classroom to enable students to critically assess and understand the challenges that ordinary persons encounter in contemporary society (Hernández & Rodríguez, 2016). According to Resor (2020), urban legends, myths, and fake news have experienced a resurgence due to the widespread use of email, the internet, and social media. Similar to historical instances, the narratives can be peculiar, captivating, or alarming, yet they continue to convey cautions about dangers (both actual and perceived) in a complexing world. The stories strengthen preexisting convictions regarding perceived dangers.

According to Colby (2014), urban legends permeate society. In general, these stories are amusing, and one can only respond with a faint smile and a casual "indeed" or "yes" when a legend is recounted. Typically, only a small amount of logical thinking is needed to distinguish truth from falsehood. Despite the debunking of urban legends and the absence of logical explanations or data to support these myths, the folklore stubbornly persists. An urban legend can be defined as an unusual yet relatively plausible narrative, situation, or conduct that acquires an independent existence. Urban legends commonly exhibit several shared traits, such as:

- a) They often convey a warning or message about potential negative outcomes.
- b) They are said to be genuine, although their correctness has not been verified.
- c) Frequently appear credible and are ascribed to a reliable authority;
- d) Transmit from person to person, group to group, either verbally or in written form;
- e) Undergo slight modifications as they are transmitted to subsequent individuals over a period of time.

Studying urban legends can be an enjoyable and immersive method to en-

hance your linguistic abilities. According to Maria K & Nur Adhitama (2020), combining knowledge of urban legends with short plays in narrative texts can serve as a powerful educational approach to enhance students' engagement and understanding of significant moral lessons in narrative texts. This technique promotes the exploration of a wide variety of national urban legends, fostering their preservation and enhancing the English teaching and learning experience. Studying urban legends can also enhance your knowledge of language, idioms, and expressions frequently employed in everyday discourse. Urban legends can offer insights into the culture and history of a location, facilitating a more profound understanding of the language and its context.

1.8 Previous Research

There are some previously researches that were conducted by several researchers. Those researchers are the study of Arroba & Acosta (2021), Nair & Md Yunus (2022), Meilani (2022), Helyanti (2022), Indriyani & Sudimantara (2023), Jayanti & Sudimantara (2023), Maryanti (2023), and Azizah (2023).

A research conducted by Arroba & Acosta (2021) that entitled “A systematic review of digital storytelling in improving speaking skills” Evaluated the efficacy of using realistic digital storytelling as a substitute approach to enhance oral communication skills in university-level English as a Foreign Language (EFL) classrooms. The study employed a quantitative methodology consisting of two distinct phases: the administration of a survey and the implementation of a quasi-experimental procedure. The survey was conducted to ascertain the prevalence of digital storytelling in enhancing speaking and oral communication abilities in English schools. Analyzed were the tables of frequencies and percentages derived from respondents' answers in order to determine the degree to which communicative methods were employed or not. The survey's questionnaires were evaluated by three specialists in the field of education. After validating the surveys, the analysis of the teachers' and students' survey findings was conducted to ensure the reliability of the survey and mitigate

any potential bias caused by external sources. After conducting the poll, the next step was to implement a quasi-experimental approach to assess the impact of realistic digital storytelling on students' speaking abilities. During this phase, the groups completed the identical book presentation task by utilizing digital storytelling for the posttest assignment. In order to determine the correlation between authentic digital storytelling (cause) and English-speaking skill (effect), a comparative analysis of the results was conducted. This analysis aims to establish the relationship between the variables and demonstrate how an approximate assumption was derived from the results.

The research study included a total of sixteen teachers and fifty EFL students in each group. The initial cohort consisted of English as a Foreign Language (EFL) teachers who possessed a teaching background of 2 to 8 years in higher education and met all the necessary academic and professional qualifications to serve as English instructors. The second cohort of participants for the research project consisted of second-year undergraduate students. As a prerequisite for completing their undergraduate studies, they were obligated to acquire proficiency in English as a second language. The participants possessed prior language proficiency as both novice language users, at levels A1 and A2, and as intermediate language users, at level B1 according to the common European framework for languages (CEFR). Ecuadorian students must attain a B2 proficiency level in the English language within a timeframe of three years or six semesters. The findings of this study indicate that the use of authentic digital storytelling, based on the Common European Framework of Reference for Languages (CEFR), had a substantial positive impact on students' speaking skills. However, implementing this approach necessitated teachers' willingness to employ innovative communicative tactics both in and outside of the classroom.

Other research from Nair & Md Yunus (2022) that entitled “Using Digital Storytelling to Improve Pupils’ Speaking Skills in the Age of COVID 19” explored the utility of Toontastic 3D, a digital application for storytelling, to enhance stu-

dents' spoken communication abilities. This study employed a quasi-experimental methodology to examine the subject. The research participants claimed that Toontastic 3D offers an opportunity to engage in a novel form of education within an enjoyable environment that promotes student-centered learning and aligns with the learning preferences and abilities of younger students. The favorable results of this study offer scholars and educators an initial glimpse into the efficient utilization of digital storytelling in language instruction. By engaging students in the practice of digital storytelling, their educational encounters become more captivating and stimulating, enabling them to freely express their ideas and experiences. Utilizing the Common European Framework of Reference (CEFR), digital storytelling promotes 21st-century education by enabling interactive and collaborative learning experiences that foster English language proficiency among students.

A thesis that was conducted by Meilani (2022) entitled “Developing Digital Resources for Learning Speaking in Junior High School: A Technology Enhanced Language Learning Perspective” offered a cutting-edge model of a narrative-driven method to enhance students' speaking fluency and improve learning outcomes. The R&D design was conducted using a qualitative approach, encompassing all stages of analysis, design, development, implementation, and evaluation. The study's findings indicate that this new prototype is suitable for use in the current educational environment, but some enhancements may be necessary in the future. This study is anticipated to stimulate further investigation into the creation of pioneering educational materials.

The next thesis is conducted by Helyanti (2022) entitled “Developing Digital Literacy Resources for Middle School Students: A Highlight on Literacy Level.” The organization created educational resources that promote student-centered learning. These resources include multimodal materials, such as story-based materials, and utilize Reading for Emotion as a technique to engage the brain in a way that is compatible with learning. As a result, the literacy level of students

has improved. The investigation was conducted within a qualitative Research and Development framework. The research process, including research and information gathering, planning, developing a preliminary form of the product, and evaluation, has been fully carried out. The findings indicate that this novel digital literacy resource is suitable for integration into the existing curriculum framework, with potential for further enhancements in the future. This study is anticipated to stimulate more investigation into the creation of digital literacy tools that align with the functioning of the brain.

Then, a study that is conducted by Indriyani & Sudimantara (2023) entitled “Incorporating CEFR Principles in the Development of a Hypertext Poetry Learning Platform for High School Students”. The objective of this project is to establish a hypertext poetry learning platform specifically designed for high school students. The platform will incorporate several elements such as pedagogy, technology, literature, poetry, and CEFR in order to allow a non-traditional approach to teaching and learning. The project utilized a research and development methodology to showcase the integration of pedagogy, technology, and CEFR in order to establish cutting-edge learning tools that not only change students' attitudes but also enhance their involvement in English language learning. This study provides useful insights into the creation of novel learning materials for English language learning in Indonesia. Further research in this field has the potential to enhance teaching methods and enhance the English competence of Indonesian students.

After that, a research conducted by Jayanti & Sudimantara (2023) entitled “Digital Storytelling Resources for Critical Listening : A CEFR-Based Approach for Middle Schoolers” assessed students' listening abilities by employing CEFR-based digital storytelling resources as a teaching method. The researcher has created digital storytelling materials that improve critical listening abilities and are in line with the Common European Framework of Reference (CEFR). The strategy integrates personalized learning, allowing students to progress at their own speed

and based on their specific requirements. In order to substantiate this claim, the researcher employed Reading for Emotion as an instructional tool, which aids students in cultivating their emotional intelligence while simultaneously improving their linguistic proficiency. The researcher intends to utilize digital storytelling resources to establish a dynamic and interactive learning environment that facilitates the enhancement of students' listening abilities. This research intends to provide students with a high-quality education that is customized to their individual needs and skills by adhering to CEFR criteria and implementing differentiated learning methodologies.

Other thesis that conducted by Maryanti (2023), the objective of this study was to assist students in composing expository writings in a more inventive manner by using digital learning based on the Common European Framework of Reference for Languages (CEFR). The methodology employed in this study is Research and Development (R&D). Nevertheless, the results suggest that this groundbreaking method also emphasizes the necessity for further assistance and instruction to aid educators in shifting from conventional to digital learning settings. This study offers useful insights for future academics and educators who aim to integrate technology into language learning and foster innovation in school systems, especially in the context of the Merdeka Curriculum's focus on diversified and holistic learning.

The next thesis is conducted by Azizah (2023) entitled “Developing A CEFR-Based Audiobooks for High School Learners of English in Kuningan.” This study employed qualitative research methods and followed a development approach. The outcome of this research is a digital learning resource in the form of an audiobook. The study findings indicate that teachers have demonstrated a willingness to adopt this new teaching method, but they face difficulties due to the lack of sufficient opportunities and support in educational settings. Nevertheless, students exhibited a favorable reaction to the utilization of digital learning tools, suggesting the possibility of wider adoption. This study emphasizes the necessity

of incorporating digital learning materials into the educational practices of schools.

This research is a continuation of a previous study aimed at developing new digital media to increase students' critical reading skills. The disparities between the previous study and the current one relates to the linguistic emphasis, materials used, methodologies employed, and location. This study aims to create digital urban legend materials using the Common European Framework of Reference for Languages (CEFR). Nevertheless, this study employs a novel curriculum that seeks to foster a comprehensive and student-centric approach to learning.

1.9 Frame of Thought

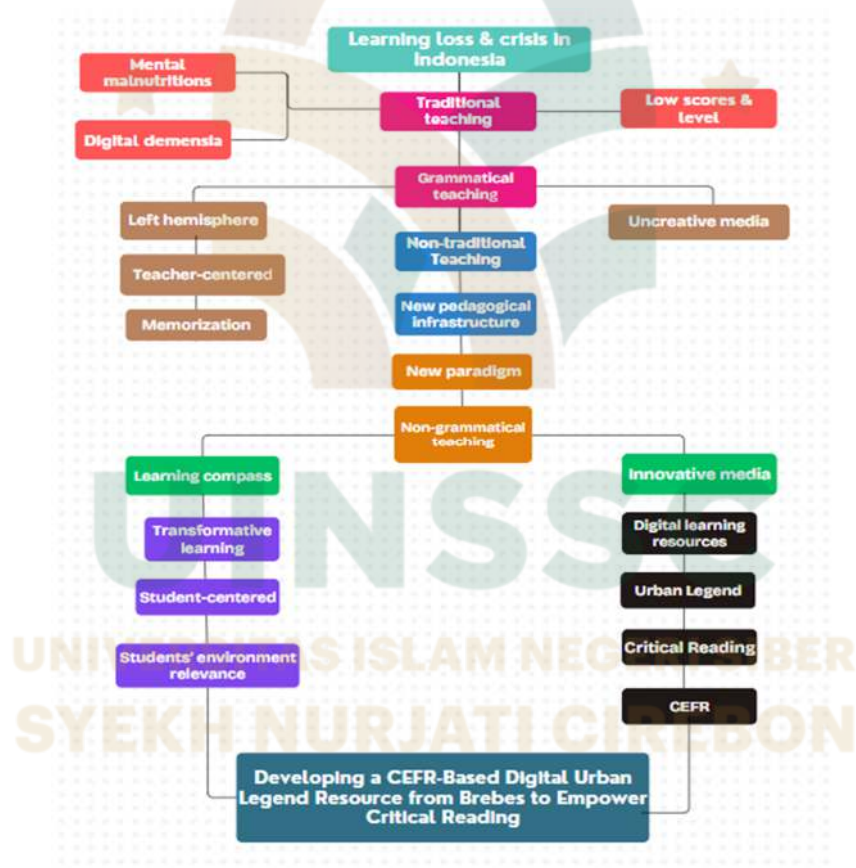


Figure 3. Frame of Thought

In Indonesia, there are many students having problems in learning English such as learning loss. It can be caused by some factors like mental malnutrition that refers to a state where an individual's cognitive abilities, creativity, or critical thinking skills are underdeveloped or neglected and digital dementia refers to impairment associated with the overuse of digital devices, particularly smartphones and computers. Moreover, the teaching and learning process also still uses traditional teaching that refers to teacher-centered learning which relies on left hemisphere such as teaching grammar and memorization. The use of teaching media also impacts to the learning process. Uncreative media makes students bored and cannot engage students in learning. From these problems, it influences to scores in EPI and PISA where Indonesia is in low ranked. It should be concerned by English teachers, because in this digitalization era, students have to compete from other countries and they have to be able speak English. Furthermore, the development of technology can give positive and negative impacts to students so that teacher have to guide students to the use of technology in learning process.

In learning 21st century, teacher should implement non-traditional teaching that integrates to technology, and teacher should be concerned in new paradigms such as transformative learning, student-centered, and students' environment relevance. Therefore, the researcher developed an innovative media for EFL learners that integrates technology. A digital learning resource is an innovative media teaching-learning because it integrates technology and easy to be accessed. Moreover, teaching English also have to be adjusted by students' English level in order to achieve the goals so that CEFR (Curriculum European Framework of References) can be a guideline describing language competence of English language users at different levels. Teacher needs a digital resource that involves the whole-brain approach. Furthermore, it is also crucial to local wisdom such as urban legend because many students like reading to the urban legend, and it can give moral lesson. The researcher presents critical reading activities to support the

understanding of the text and can empower students' critical reading. Therefore, from those aspects, the researcher developed a CEFR-based digital urban legend resource from Brebes to empower critical reading as a media to teach English.

1.10 Research Method

The research methodology has several steps, such as 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 of this research uses the R&D method to scrutinize reading critical skills that implement developing CEFR-based digital urban legend resources from Brebes. According to Alwasilah (2002), the research and development technique is a systematic strategy for carrying out scientific study and inquiry to generate new information and innovations that may be utilized to address problems or improve existing products, services, or processes. According to OECD (2015), research and experimental development (R&D) refers to the deliberate and methodical efforts made to expand our understanding and knowledge, encompassing all aspects of humanity, culture, and society. It also involves the exploration of new ways to use existing information.

To develop a CEFR-based digital urban legend resource, the researcher uses the ADDIE model to do steps in this research. According to Aldoobie (2015), The ADDIE model is a method that helps instructional designers, content creators, and teachers in creating a highly productive and successful teaching design. It involves applying the processes of the ADDIE model to any instructional product. The steps of this model include analysis, design, development, implementation, and evaluation (Widyastuti & Susiana, 2019).



Figure 4. ADDIE Model

In this research, the researcher only utilizes three steps of the ADDIE model including analyze, design, and develop. The researcher has a time constraint that precludes them from directly participating in the field to measure certain steps, such as implementation and evaluation. This research and development project is specifically aimed at creating a digital learning resource called the digital urban legend resource from Brebes. The goal is to enhance critical reading skills. This research involves collecting data on the needs of teachers and students in the development of digital learning, as well as designing and developing digital learning tools that students have not yet experienced. During the development stage, the researcher also does product validation, which includes evaluating the media, material, and well-constructed reading activities aspects, to verify the suitability of the digital learning for classroom deployment.

1.10.1.1 Analysis

In this stage, the researcher analyzes students' needs, target needs, and learning needs which students have to achieve. The researcher also considers some aspects such as students' English level, knowledge, abilities, background of culture, abilities, and interest. It is important to understand students' need so that the researcher analyze some aspects by doing interviewing English teacher and students. Through interview, the researcher can dig up the information. Therefore, students can get relevant material that suitable in the recent curriculum.

1.10.1.2 Design

For this stage, the researcher designs a product based on students' need

after doing interview with English teachers and students. The researcher design a website and also determines the learning needs, students' goal, material and instruction to use the website. For the material, the researcher decides to write a story as the material because the use of story makes students more engage in learning.

1.10.1.2 Development

In this phase, the researcher gathers information about the material from internet and start to prewriting about the structure, concept, ideas and outline. Then, drafting, the researcher writes some paragraphs based on Reading for Emotion Structure such as focus, disturbance, dialogue, development, resolution, and moral. After that, revising content, words, and paragraphs then check readability index on website. The last, editing to correct the spelling, punctuation, and capitalization. Then, the researcher changes the text into some levels based on students' level. Moreover, the website also provide video in every text to give visual and audio so that students can know the pronunciation and can imagine the storyline. After changing the text into some English level, the researcher puts it on a website and edits it. The researcher also develop the video and website based on the necessities of teachers and students. Then, the product is assessed by expert to ensure that the digital learning resource can be applied in the classroom.

1.10.2 Source and Types of Data

Data, in a broad sense, maintains the notion that certain existent information or knowledge is encoded or structured in a manner that is suitable for enhanced utilization or manipulation (Ajayi, 2017). In this study, it uses primary and secondary data. The primary data of this research is English teachers and students. Secondary data that the researcher uses is journals, books, websites, and podcasts.

1.10.2.1 Primary Data

According to Hox & Boeijs (2004), Primary data refers to the pure infor-

mation that is gathered directly for a certain study objective. The primary data has not yet been released and is considered to be more reliable, authentic, and objective. Primary data remains unaltered by human intervention, thereby rendering it more reliable than secondary data (Muhammad & Kabir, 2018).

1.10.2.2 Secondary Data

Secondary data refers to information that has been collected from published sources. This data has been obtained by individuals or organizations for purposes other than the current research, but can be utilized for other research purposes as well. Secondary data is a crucial component of research, as it allows researchers to gather material from previous studies to serve as a foundation for doing new research or to provide necessary background information. Additionally, it can aid in the formulation of a research plan and establish a starting point for comparing first findings. Nevertheless, it is imperative for researchers to reassess the authenticity of these backgrounds in order to obtain meaningful and reliable results (Taherdoost, 2021).

1.10.3 Data Collection

The method that are used in this research are interview and literature review. This research implemented two data collection methods, which will be elaborated below:

1.10.3.1 Interview

An interview is a data collecting technique where multiple individuals engage in an exchange of information by asking and answering a series of questions. It involves directly and personally asking each member of the sample a series of questions. During this procedure, the interviewer has the opportunity to assess specific facets of an individual's conduct, such as their speech patterns, composition, inclinations, and so on (Sahoo, 2022). The researcher conducted interview with two English teachers and two 10th-grade students to earn information toward need analysis to develop digital learning.

1.10.3.2 Literature Review

A literature review is a comprehensive and unbiased overview and evaluative examination of the pertinent existing research and non-research literature pertaining to the subject under investigation. An effective literature review compiles information about a certain topic from multiple sources. The text is skillfully crafted and exhibits minimal, if any, personal prejudices. The search and selection strategy should be explicit and well-defined. The body of literature consists of the pertinent studies and knowledge that pertain to the topic area (Cronin et al., 2008). The researcher gathered some literature then analyzing and synthesized literature that relates to the research.

1.10.4 Data Analysis Techniques

This research implement a theory of Miles & Huberman (1994) to analyze the data. There are three steps to analyze data, including data reduction, data display, and drawing conclusions. Here is the explanation of the steps:

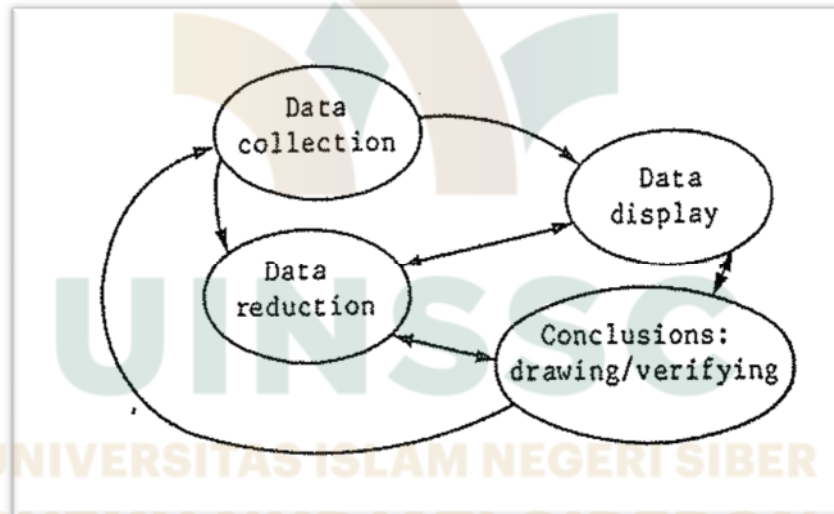


Figure 5. Data Analysis Techniques

1.10.4.1 Data Reduction

Data reduction is choosing, concentrating, simplifying, summarizing, and converting the data found in written field notes or transcriptions. Data reduction

is an integral part of the analytical process. It is a component of analysis. The researcher's analytic choices encompass considerations regarding which data chunks to code and extract, which patterns most effectively encapsulate many pieces, and which dynamic narrative to convey. Data reduction is a method of analysis that enhances, arranges, concentrates, eliminates, and structures data in a manner that allows for the formulation and validation of "ultimate" findings. Data reduction does not necessarily refer to quantification. Qualitative data can be condensed and altered in several ways, such as by choosing certain parts, summarizing or rephrasing, or incorporating it into a broader pattern.

1.10.4.2 Data Display

Display, in this context, refers to a visual format that methodically provides information, allowing the researcher to derive appropriate conclusions and take necessary actions. A display is a concise and ordered presentation of information that enables the drawing of conclusions and the taking of action. Qualitative researchers traditionally present their findings through extended, unedited text, sometimes in the form of written field notes. The researcher carefully examines these notes, assigning codes to relevant sections, and afterward extracts coded portions to derive conclusions. The construction and utilization of displays is an integral component of analysis, rather than being distinct from it. Designing a display involves making decisions on the arrangement of rows and columns in a matrix for qualitative data, as well as determining the specific data and format that should be entered in each cell. These activities are considered analytical in nature.

1.10.4.3 Drawing Conclusion

Definitive conclusions may not be reached until data collection is complete, which depends on factors such as the size of the field notes corpus, the methods used for coding, storage, and retrieval, the researcher's level of expertise, and the requirements of the funding agency. However, these conclusions are often anticipated from the start, even when a researcher claims to follow an "inductive"

approach. Conclusions are also checked as the analyst progresses. Verification can range from a momentary doubt that occurs to the analyst while writing, prompting a quick review of the field notes, to a comprehensive and detailed process involving extensive discussion and review among colleagues to establish "intersubjective consensus," or even to the extent of replicating a finding in a different dataset. The interpretations derived from the data must be examined to determine their accuracy.

1.10.5 Research Timeline

No	Activities	Time Allocation									
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1.	Proposal Preparation										
2.	Applying Proposal										
3.	Proposal Seminar										
4.	Conducting Research										
5.	Collecting Data										
6.	Analyzing Data										
7.	Finishing Thesis Writing										

Table 2. Research Timeline