CHAPTER I
INTRODUCTION

This chapter provides an overview of the current research, including its theoretical basis. It starts with the research background, problem identification, the research's limitations, research questions, research goals, significance of the research, previous studies, and theoretical foundation.

1.1 Background of the Research

It is no longer a secret that Indonesia is currently facing a learning crisis, as evident from the data on levels and scores obtained in international assessments such as PISA (Programme for International Student Assessment), EPI (English Proficiency Index), TIMS (Trends in International Mathematics and Science Study), and PIRL (Progress in International Reading Literacy Study). Additionally, Indonesian students' English literacy score is below average, Indonesia faces challenges with lower literacy score, fewer advanced mathematical skills, and a lower proficiency in science compared to the average among OECD countries. This issue undoubtedly problematic for Indonesia's progress towards becoming an advanced nation.

PISA which stands for Programme for Internasional Mathematics and Science Study is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) that assesses 15-year-old students' performance in reading, mathematics, and science. The primary focus of the 2018 PISA was reading comprehension. In most of the 79 participating nations and economies, the PISA 2018 reading exam was administered online, enabling innovative text and assessment formats. The objective of the assessment was to evaluate reading literacy within a digital context, while simultaneously preserving the capacity to analyse trends in reading literacy over the preceding two decades. PISA 2018 defined reading literacy as understanding, using, evaluating, reflecting on and engaging

Text in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

Figure 1 worldwide PISA Score 2018

The highest PISA score worldwide in 2018 was China which obtained 550 score in reading competencies, 591 score for mathematics competencies, and 590 score for science. Singapore scored an average of 549 in reading competencies, achieved an average score of 569 in mathematics competencies, and it score in science was 551. If compared to those two countries, Indonesia is clearly far behind as it only obtained a score of 371 in reading, 379 in mathematics, and 396 in science competencies.

Years	2000	2003	2006	2009	2012	2015	2018
Indonesia Scores	392	395	393	383	382	403	396
Ranking	38	38	50	60	64	64	74
The number of Countries	41	40	57	65	65	72	79

Source : (Haji et al., 2018)

Figure 2 Indonesia score in PISA 2000-2018

The reading, math, and science skills of Indonesian students are behind those of neighboring countries. In comparison to the global average, Indonesia is significantly low. The decline in quality signals that there's

work to be done, especially if the government still considers PISA as the benchmark for education development. These results indicate a serious learning crisis in Indonesia's literacy levels.

The scores that Indonesia obtains in PISA are not significantly different from Indonesia's scores in EPI. The English Proficiency Index (EPI) evaluates and ranks how well people and groups can use the English language.
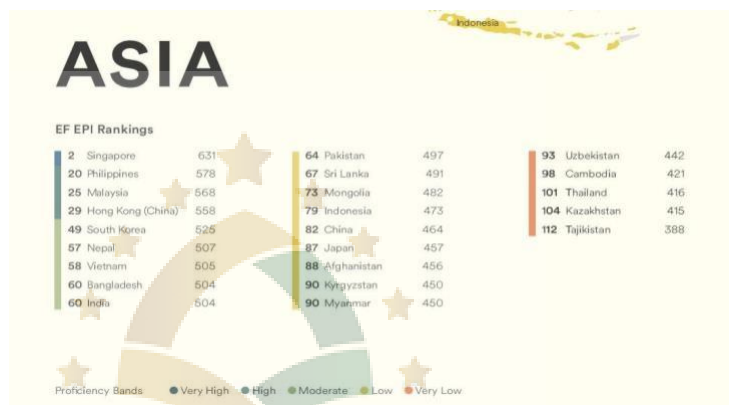

Figure 3 EPI score for ASEAN in 2023

In 2023, EPI tested 113 countries. Singapore did really well and got the second-best score of 631, just after the Netherlands who got the highest score of 647. Some other countries that include the list of high proficiency countries are Philippines and Malaysia. The Philippines at rank 20 with a score of 578, and Malaysia at rank 25 with a score of 568. But some countries struggled with English, like Vietnam at rank 58 with a score of 505, Japan at rank 87 with a score of 457, Indonesia at rank 79 with a score of 473, Myanmar at rank 90 with a score of 450, Cambodia at rank 98 with a score of 421, and Thailand at rank 101 with a score of 416. English proficiency remains a challenge in Asia, with Indonesia falling behind neighboring countries, Singapore and Malaysia.
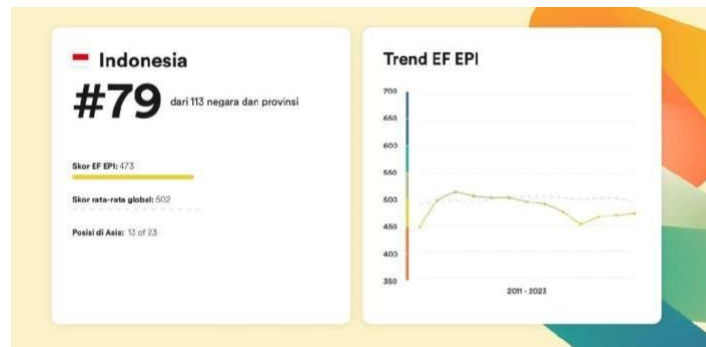
Figure 4 Indonesia Score in EPI 2023

The average achievement of Indonesian English Proficiency Index students from 2011 to 2022 that relatively low proficiency. The data obtained shows that Indonesia in 2011 was ranked 34 from 44 countries and obtained 450 score. In 2022 Indonesia was ranked 81 from 111 countries and obtained 469 scores. Therefore, the government is promoting Emancipated Curriculum as a replacement for the curriculum that focuses on teachers. The Indonesian government has implemented changes to the curriculum as part of its efforts to enhance the quality of education in the country (Ellen & Sudimantara, 2023). Limited literacy Levels may be affected by various factors, including emerging nations, transformative pedagogy, and multisensory engagement during the knowledge acquisition process. Developing countries are impacted by digital abilities in information acquisition; technological literacy from an early age will enhance the growth of a country (Helyanti, 2022). Additionally, according to Kemdikbudristek (2021), the other factors are student interest in reading and teaching strategy. The issues mentioned by the Ministry of Education and Culture are two main factors underlying this research. The researcher found that students at SMP 04 Cirebon still struggle with low reading skills due to the limited availability of modern learning media in teacher' teaching strategy. This situation naturally leads to low student interest in reading, which in turn affects their ability to comprehend texts.

Government policies regarding the use of the emancipated curriculum should be utilized effectively by educators, particularly in how they teach students about reading. Even though reading is important, Indonesian education has been impeded by poor understanding. The ability to read English text has emerged as a primary objective for pupils, among other English language competencies. It can be attained by modifications in the curriculum and has emerged as the primary goal in studying English as a foreign language. Students encounter diverse written texts and employ various reading skills to enhance their comprehension (Dewi, 2018). Numerous studies have shown that reading comprehension affects both language learning and educational goals in the classroom. Proficiency in comprehension enhances academic advancement, while challenges in comprehension may hinder learning. Numerous studies suggest for the utility suitable resources and practices to improve reading comprehension (Ishak, et al., 2023). Ishak (2023) stated that although essential, educators still neglect reading resources for pupils, many of whom fail to interpret texts due to their English competence gaps. Moreover, the application of Folklore in Indonesia has not been fully optimised in English instruction, regardless of the fact that educational folklore has been a longstanding history in elementary moral education in Russia, highlighting its advantages in teaching and learning.

1. 2 Identification of the Issue

Indonesia's low scores in PISA & EPI ranking are evidence that the quality of Indonesian students has not advanced especially in reading. Helyanti, Bumela, & Ikawati (2022) mentioned Indonesia is experiencing a learning deficit, as students in a crisis exhibit a diminished passion for education. Indonesia is experiencing a literacy crisis, as indicated by the English Proficiency Index, which shows persistently low levels over the past decade. According to Alwasilah (2012) cited in Wastam, Bumela, & Gumiandari (2023), the weak creativity of articles, journals, and

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textbooks among academics reflects the failure of language education, and low levels of literacy. This is mainly because they only read the reading materials provided in their textbooks. However, selecting and finding suitable reading materials for learning that appropriate to students' needs can sometimes be quite challenging, especially when many schools only focus on textbooks as learning source, because they often have long and boring paragraphs.

Indonesia is at risk of significant learning loss over the next 11 years, highlighting the urgent need for carefully planned curriculum. The curriculum that supports language teaching by including literature, as well as the culture of literacy, holistic education, and bilingual education is expected to be applied in education in Indonesia (Wastam, Bumela, & Gumiandari, 2023). The schools need to change the way they teach English because doing things the same way hasn't worked (Ellen & Sudimantara, 2023). Lian (2018) stated, Information sources or learning resources should not be confined to those offered by particular educators, academics, or institutions of higher learning. Students may now obtain material from a multitude of esteemed sources, beyond merely textbooks or lectures from their school. However, Education is not exclusively derived from textbooks. Students presently have access to diverse learning resources. 21st-century education enables pupils to learn autonomously and freely. The instructor serves as a facilitator, guiding and directing students throughout the learning process (Helyanti, Bumela, & Ikawati, 2022).

To deal with the declining English Proficiency index and the global learning crisis especially the declining in literacy, science and Numeracy), the Indonesian government has Introduced a new curriculum known as the "Emancipated Curriculum" (Kemdikbudristek, 2022). In traditional learning methods, classes are confined to the classroom, giving teachers complete control over the learning environment. Teachers are seen as the primary sources of knowledge, taking on the role of knowledge rather than facilitators. However, the conventional pedagogy emphasizes imparting knowledge about the world to students. The teacher possesses complete

control in the classroom, where the teaching-learning process is exclusively oriented towards adherence to the grammatical frameworks or linguistic descriptions established by linguists (pedagogical grammar). Considering the criteria for 21st-century learning, it is essential that we make changes in our teaching methods (Sudimantara, 2021). According to Wulandari (2020), 21st-century learning is oriented toward student-centered learning. 21st-century learning is Learning that provides 21st-century skills to students, known as 4Cs which includes Critical Thinking and problem-solving skills, Communication, Collaboration, and Creativity and Innovation.

Cirebon, one of regencies in the province of West Java, is an area where students experience low literacy rates according to OECD procedures, as evidenced by data on the literacy portrait of Indonesian society from the Ministry of Education and Culture, which indicates that West Java scored 58.28% in cultural literacy. Research conducted by Zulaiha & Kusuma (2020) on seventh-grade students at public junior high schools in Cirebon City showed that only 72.13% of students demonstrated proficiency in scientific literacy, indicating a very low level of literacy among junior high school students in the city of Cirebon. A case study at Larangan 2 Public Elementary School in Cirebon City also revealed that students' reading comprehension skills are low, with 81% of students failing to grasp information from the books they read. Based on experience and observation, the low reading ability of students is marked by a lack of understanding of the text. This is evident when students are asked about the content and plot of the story, as they often struggle to answer and need to re-read what they have read (Talenta & Himawati, 2023).

Based on the mentioned issues, it can be concluded that teaching in schools, especially in Cirebon, should be able to utilize various types of learning resources, not just relying on textbooks or traditional teaching methods to develop Students' reading comprehension. Digital teaching materials is in line with the competency requirements of 21st-century

educators who operate in the digital era. In this era, teachers are expected to inspire and motivate student learning and creativity using digital tools. They should be capable of designing and developing digital learning experiences and assessments. Furthermore, educators are encouraged to serve as role models in navigating the digital landscape, showcasing responsibility in the digital society (Fauziah, Anwar, & Anoegrajekti, 2023).

As a digital teaching material, folklore reflect written oral traditions. An analysis of the Legend of Kuningan by Komariah (2018) reveals that the cultural values incorporated into the teaching materials of Kuningan folktales can create creative, innovative, and enjoyable learning experiences for students. Additionally, the character values analyzed in the Legend of Kuningan encompass core values, they are: (1) logical thinking, (2) critical analysis, (3) creativity and innovation, (4) self-confidence, (5) responsibility, (6) curiosity, (7) politeness, and (8) nationalism. These core values are demonstrated through the traits, attitudes, behaviors, and actions of the characters. Based on this, the Kuningan folktales can be developed into literature teaching materials.

1. 3 Delimitation of the Research

Reading comprehension is a contributing factor to the low literacy score among students in Indonesia compared to other countries. It caused by the reading source that students read. There are many English reading resources that can be used to enhance students' English language proficiency, but the author did not explore all of them. The author focused the research on improving students' English language skills through stories (narrative text) in the form of folklore because not only easy to be remembered but stories are also a part of our daily lives. Each of us, as Fletcher (2023) stated, everytime we think, we are crafting a story, and when we do something, we are creating a story. The researcher concentrated on the development of Kuningan "The Sacred fish" folklore that is adapted to

the CEFR and interpreted technology in the form of illustrations to engage students in English language learning.

This study's focus was only on one element, which is to improve students' reading comprehension through a Digital Illustrated Folklore "The Sacred Fish" which compatible with 21st century demands. In this century, to increase students' reading comprehension, something engaging and non-monotonous is needed, unlike the standard textbooks. Many schools only focus on using textbooks for English language learning without ensuring that students can enjoy reading and improve their literacy skills. The "Sacred Fish" Digital Folklore provide illustration that can enhance students' reading comprehension, preventing them from finding reading boring. Additionally, this digital folklore employs three levels of English, enabling students to better understand the stories as they can adjust them to their English proficiency level.

1. 4 Research Questions

Based on the research context, there are several problems studied, namely Investigating the following research problems:

1) How effective is the use of Illustrated Folklore in improving students' reading comprehension?
2) How do Students and Teacher perceive the Illustrated Folklore in helping enhance their reading comprehension?

1. 5 Aims of the Research

In this section, it is explained that based on the research problems described Above, the research objectives are based on the research problems above:

1) To identify the effectiveness of the use of Illustrated Folklore in impacting students' reading comprehension.
2) To reveal how students and teacher perceive the effectiveness of Illustrated Folklore in enhancing students' reading comprehension.

1. 6 Significance of the Research

In conducting research, there should be information that is beneficial to others. Therefore, this study has the following significance theoretically and practically

1. Theoretically

    Theoretically, the research on "The Impact of Illustrated Folklore on Encouraging Students' Reading Comprehension" holds significance as it contributes to the existing body of literature on language learning methodologies. By exploring the effectiveness of illustrated folklore, the study adds valuable insights into innovative approaches to enhance students' reading comprehension. Theoretically, this research contributes to pedagogical theories, providing educators and researchers with a deeper understanding of the role of visual elements in fostering reading comprehension within language learning contexts.

2. Practically

    Practically, the findings of this research can have a substantial impact on language education. Understanding how illustrated folklore influences students' reading engagement in reading comprehension can inform educators and curriculum developers in designing more effective and engaging learning materials. This research may also have implications for the integration of visual elements in language teaching practices, adjusting to diverse learning styles and promoting a more interactive and participatory classroom environment. Ultimately, the practical significance lies in the potential improvement of language learning outcomes and the overall educational experience for students.

1. 7 Theoretical Foundation

1.7.1 The Concept of Reading

Reading in English education is regarded as the fundamental skill. It involves not only processing information but an interactive process where readers engage with the text, demanding prediction, verification, and understanding. Proficient reading is essential for students since it facilitates the acquisition of new knowledge (Rifai, 2019). Reading is an activity of absorbing information from visual or written source. Scanlon (2010) cited in Rifai (2019) proposed that reading is a complicated procedure that involves the analysis, coordination, and interpretation of several information sources. Reading constitutes a cognitive process. To comprehend a text, readers must first grasp individual words and the previous sentences, subsequently combining this information to draw a conclusion regarding the whole content. The reader obviously needs to be able to read the words, retrieve the words' meanings, put the words together to form meaningful ideas, and assemble a larger model of what the text is about.

Reading is an action implemented by the reader to acquire knowledge through comprehending the significance of the text and grasping its meaning (Hanim, 2023). According to Penny Macky in Istiqomah (2022), reading encompasses both a process and an outcome. reading is both of process and a product. It means that the reading process or processes that involve interaction between the reader and the text will produce reading products. The ultimate product of reading is the construction of meaning and comprehension, leading to a deeper understanding of the text. Reading is the process of assigning meaning to printed items that involves the majority of the reader's intellectual effort, including pronunciation and comprehension, in order to extract knowledge, Information or any ideas from the text.

According to Harmer (2007, as cited in Rao, 2019), There are two types of reading: extensive and intensive reading. These two types of reading have different definitions and characteristics;

a. Extensive Reading

Muchtar (2020) stated that extensive reading entails engaging with texts for pleasure and delight. It involves extensive and repetitive reading, mostly aimed at cultivating a passion for literature. This method prioritises interaction with diverse texts without the obligation to analyse every detail.

b. Intensive Reading

In contrast, On the contrary, focused reading emphasises comprehending the entirety of a brief text. This approach emphasises a thorough examination of the text's details to achieve complete comprehension of its meaning. In contrast to extensive reading, intensive reading generally entails a thorough analysis and dissection of the text to extract essential information (Rao, 2019). The characteristics of Extensive reading and Intensive reading method illustrated clearly by Day (2015) in the figure below

Types of Reading	Intensive	Extensive
Class goal (general purpose)	Read accurately (reading as accurately as possible)	Read fluently (reading as smoothly as possible)
Reading purpose (aim)	- Translate -Answer questions	-Get/obtain information - Enjoy
Focus (attention)	Word by word	Meaning
Material (reading material)	-Often difficult -Lecturer's choice (determined by the lecturers)	- Easy -Student's choice (chosen by each students)
Amount (quantity)	Not much	A lot
Speed	Slower (a bit slow)	Faster (above normal speed)
Method (way)	-Use dictionary (use the dictionary as often as possible)	-Minimum use of dictionary (dictionary occasionally used)

Figure 5 Extensive & Intensive characteristic

Day & Harsch (2008) as cited in Muchtar (2020) stated, The article compares and contrasts two reading Instruction methods, Intensive Reading (IR) and Extensive Reading (ER). It emphasizes how the traditional method of IR frequently fails to generate authentic interest in reading among students. Students generally engage in reading mainly when instructed by their lecturers and exhibit minimal interest for reading beyond the classroom. This lack of engagement is attributed to the limitations of IR, which focuses on intensive but limited reading sessions and fails to instill a love for reading. in contrasER is seen as a valuable supplement to traditional methods, addressing the shortcomings of IR and promoting both language acquisition and a positive attitude towards reading. According to Rashidi & Piran (2011, as cited in Muchtar, 2020), research indicates that extensive reading markedly enhances reading, writing, speaking, and vocabulary proficiency, while simultaneously improving Students' motivation and disposition towards reading. Furthermore, extensive reading is lauded for ITS efficacy in supplying substansial input for language acquisition, along with the input theory concept. Ultimately, extensive reading is a knowledge as an essential element in English language instruction, providing a means to achieve fluency and mastery in the language.

1.7.2 Reading for Emotion

Emotions are intricately connected to the learning process. Testimonies from individuals with brain injuries reinforce the notion that emotional processes are crucial to transferring skills and information from a formal educational environment to practical decision-making in real-world contexts. These emotional processes function as a guiding force, shaping judgment and behavior (Immordino-yang & Damasio, 2019). Evoking emotions is strategically important because emotions are fundamental to text structure. The academic genre in question was not

being taught. The idea was for students to learn to compose argumentative and academic writings through a series of activities that encouraged reflection on how texts influence emotions to achieve their intended goals (Sudimantara, 2021). According to Bunela (2021), The Reading for Emotion model was developed by A.-B Lian (2017, 2021) to foster critical engagement of the students by examining the emotional structure of texts as the driving force for grammatical choices, and not the other way around.

In order to support students in making informed and creative choices when creating their own texts. Refer to Lian, Bodnarchuk, Lian and Napiza (2017) The tool serves as a learning aid rather than a pedagogical instrument. The design utilizes evidence from other fields that provide insights into the aspects influencing and interacting with the learning process. This approach highlights that an emotional transition occurs between different stages of the text. The dynamics of text is captured using the canonical structure of text that consists of six (6) stages: focus, disturbance (problem), dialogue, development, resolution, and moral.

figure 6 Reading for emotion stages

Reading for emotion reading tools especially designed to support first and second language students in developing literacy skills involved in the production of convincing and critically examined texts of all kinds, including public presentations or even poems (Lian, A.B., 2017).

This type of exploration enables students to creatively engage with many patterns found across genres and experiment with them to achieve the intended communication effect (Lian & Norman, 2017). Research from various fields is integrated to promote creative and critical thinking around the problems students may face when engaging with literature. Students of any age can access diverse resources based on their needs, without arbitrary limits on what they can read, analyze, or do. This approach allows them to set their own boundaries (Lian, A.B., 2017).

Lian, A.P., & Pineda (2014) stated, the emotional reading fosters a dynamic, open-ended, self-adjusting personal learning network created by students to address both perceived and actual requirements. Students navigate points of knowledge representations or related difficulties thereby constructing personal knowledge organically rather than adhering to an externally imposed pedagogical sequence, such as a curriculum mandated by an authoritative structure like a school or government.

1.7.3 Reading Comprehension

Reading comprehension is the capacity to comprehend and extract information from a text (Grabe & Stoller, 2002 cited in Nurainun, 2017). Understanding is the purpose of reading. If readers are able to read the words but fail to comprehend their meaning, they are not genuinely reading. Reading comprehension refers to the comprehending, evaluation, and interpretation of information acquired through the interaction between the reader and the author (Irmayani, 2019). While reading, students create mental models, or representations of the text's concepts, to facilitate their comprehension of the material presented (Istiqomah, 2022). Nurainun (2017) stated, comprehending in reading entails a complex interaction between the text and the reader, when the reader actively engages with the text to comprehend concepts and connect them to prior knowledge. Comprehension is seen fundamental in reading, as it constitutes the primary objective.

Therefore, understanding the processes involved is crucial for studying reading.

Studies show that effective readers engage with the text actively and understand the methods they use to comprehend while reading. Teachers may support students in improving their reading comprehension through the application of reading strategies. These strategies are intentional approaches for comprehending the author's message. They are believed to assist readers in modifying their reading behaviors according to text complexity, task demands, and many contextual elements (Banditvilai, 2020). According to Safitri & Melati (2023), The categorization of reading comprehension levels can be segmented into the following classifications.

- **Literal Comprehension**: The literal comprehension involves understanding direct information from the text, including details, pronoun references, and the sequence of events.

- **Interpretative/Inferential Comprehension:** serves as restructuring and deductive comprehension. It is an understanding of the implicit meanings or conclusions derived from the reading material. Interpretative comprehension encompasses deducing the principal concepts of texts, understanding causation expressed indirectly, and identifying pronoun references or adverbial usage.

- **Critical Comprehension**: a capacity to assess the textual content. Evaluative comprehension is present in critical reading activities. Critical comprehension relies on the understanding of literal, interpretive, and significant concepts.

- **Creative Comprehension:** the highest point of reading comprehension. Readers engage in creative comprehension when they build their own ideas, methods, and mindsets through the process of developing their thinking.

This study used Ruddell's Taxonomy, an improvement of Barrett's taxonomy. Nurbaya (2019) stated Barrett's Taxonomy originally included five competencies, but Ruddell summarized it into a more

straightforward version that kept all five capabilities. Ruddell divided it into three categories: factual comprehension, interpretive comprehension, and applied comprehension. Each level of comprehension includes specific competencies. These competences include: (1) explanatory ideas; (2) sequencing; (3) cause and effect; (4) main ideas; (5) prediction; (6) evaluation; and (7) problem-solving. Ruddell breaks down on the classification of these competencies, as well as the sub-competencies of reading comprehension, as seen in Table 1 below.

Table 1.1 Ruddell Taxonmy

Competencies	Understanding level		
	Faktual	Interpretatif	Aplikatif
1. Explanatory Ideas			
a. Identifying	√	√	√
b. comparing	√	√	√
c. classifying		√	√
2. Sequence	√	√	√
3. Cause and Effect	√	√	√
4. Main Idea	√	√	√
5. Prediction		√	√
6. Evaluating	√	√	√
a. Personal Evaluation	√	√	√
b. Identification of Characterization		√	√
c. Identification of Author's Motive			
7. Problem solving			√

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Ruddel taxonomy enables students to comprehend and apply various comprehension levels from basic memory to more complex information use. Three levels of comprehension can be identified by the taxonomy: the factual level, where students understand basic knowledge; the interpretive level, where they evaluate, connect, and draw meaning; and the applicative level, where they use what they have learned in different situations. By using this framework, teachers can ask targeted questions and design activities based on students' abilities at each level, ensuring that all aspects of comprehension are practiced. This approach promotes a step-by-step process of comprehension, helping students improve their understanding and ability to use information in new ways (Wulansari, Cahyani, & Sastromiharjo, 2024).

The signs of successful reading comprehension in students are their capacity to respond to and interpret the information offered in the text (Saraswati, Dambayana & Pratiwi, 2021). According to Nuttal in Wastawan (2014) Students need master five components of reading to understand a text effectively: identifying the main concept, locating specific material, recognising references, making inferences, and understanding vocabulary while Riska (2022) stated the following are five reading categories that assist students in comprehending what they are reading, which are as follows:

a) **Identifying Main Idea**

The reading comprehension test has numerous questions that involve identifying the main idea of a passage. The title or line inside the text is typically found at the front or end of the paragraph, encapsulating the general idea of the narrative.

b) **Understanding vocabulary**

Vocabulary-based reading comprehension facilitates students' understanding of texts by correlating words with their meanings. It can facilitate pupils' ability to respond to enquiries.

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c) Identifying Supporting Details

To comprehend the intricate details within a text, it is essential to identify significant facts, such as the incident's location and its reason. This facilitates comprehension of the reading material for readers.

d) Reference

Reference denotes the significance of words or phrases employed in reading materials. This reference serves to prevent the redundancy of sentences. This paragraph aims to offer a summary enabling the reader to discern meaning, typically known as pronouns.

e) Making Inferences

Drawing inferences pertains to elements mentioned in enquiries concerning matters external to the reading context. The reader is directed to evaluate or speculate about the subsequent events after the narrative. Subsequently, the reader incorporates knowledge or draws inferences following the reading material

Furthermore, Clarke (2014) identifies five elements that affect students reading comprehension. 1. Linguistic Proficiency 2. Comprehension of Lexical Significance 3. Cognitive Capacity 4. Text Manipulation 5. Environmental Factors.

1.7.4 Folklore

Anderson, as cited in Ernawati & Retnowati (2016), has claimed that reading is the paramount skill to acquire in learning English as a second or foreign language. The reading materials utilised can vary from simple to complex. Children's literature can serve as a resource to enhance English proficiency and foster reading habits. Children's literature can be classified into realism, fiction, nonfiction, fantasy, traditional literature, and poetry (Brown, 2001). Helyanti, Bumela, & Ikawati (2022) stated, Literature, particularly narratives, exerts a captivating influence on the brain; when we engage with tales, our brains secrete oxytocin, a bonding hormone that fosters profound empathy for the characters involved. Fletcher (2021)

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shows that human being thinks in story and recalls and even reconstructs memories in the form of story. Oxytocin is the hormone that bonds mothers to newborns, and as neuroscientists have discovered, it can also be released in response to threats. The release is made by our pituitary gland, a more courageous part of our inner brain that sits just below our amygdala in a bone command bunker, the sella turcica (Fletcher, 2021). This explains why humans occasionally regard fictitious characters as real individuals, why sharing personal narratives facilitates rapid connections with strangers, and why storytelling serves as a politician's most potent instrument. We are not merely hearing about an individual's experience; we are also experiencing it ourselves.

In fact, according to Zidan (2018) cited in Helyanti, Bumela, & Ikawati (2022), A prominent study asserts that narratives are up to 22 times more remembered than mere facts. A phenomenon known as "neural coupling" occurs, when the listener personalises the narrative by incorporating their own thoughts and experiences. Scientists have found that storytelling triggers the release of brain chemicals like cortisol, dopamine, and oxytocin, which play key roles in communication and connection. Cortisol aids memory formation, dopamine keeps us emotionally engaged, and oxytocin fosters empathy, helping to build and strengthen relationships. (Peterson, 2017).

One of the types of stories we read most often is folklore. Ernawati & Retnowati (2016) stated that Every culture values folklore. Folklore contains folktales, myths, legends, beliefs, rituals, superstitions, and so on. Folklore often reflects a group's culture. Folklore helps people understand their surroundings. The different superstitions, myths, and beliefs all contribute to the development of this cultural legacy. The utilisation of folklore in education can enhance students understanding of texts as stated by Muchtar (2021), The utilization of local folklore provides students with relevant reading materials, allowing them to connect emotionally with the story and interact directly.

Learning local folklore is not only interesting, but it also provides important insights into local history. Monica & Soplantila (2024) emphasises that incorporating local culture, including folklore, throughout the educational system can substantially enhance students' motivation and engagement in the educational process. Students are more likely to engage in reading activities when they can connect with the topic on a cultural level. Incorporating folklore readings into the educational process enhances students' spirit, enthusiasm, engagement, and activity in the classroom (Fatmawati et al., 2022). Reading narrative texts through folklore also enhances their reading comprehension skills as stated by Miranda, Anggraini, & Filya (2024), The incorporation of folklore as a medium of instruction in the classroom can enhance student engagement and enthusiasm. When students exhibit interest, they can comprehend the reading material. Consequently, improving reading comprehension with folklore is a vital innovation, as narratives significantly influence human memory and assist students in problem-solving through their plots.

1.7.5 Illustration

The teacher's creative and innovative application of instructional materials in the educational process is essential for attaining learning objectives. To enhance the efficacy of instruction and learning, many media alternatives must be examined. The utilisation of illustrated folklore as an educational medium can effectively facilitate students in attaining their learning objectives with more ease. As stated by Daristin & Fajarina (2022), The benefits of concurrently presenting illustrations and text may stem from enhanced encoding due to information being processed through both visual and verbal channels, rather than solely one channel. Illustrations can convey the meaning of unfamiliar languages or a substantial amount of information in reading materials through striking images, tables, drawings, paintings, and similar mediums (Luo & Lin, 2017). An Illustration is a visual representation that highlights, explains, or defines a text, concept, or process, designed for application in diverse media such as posters, newspapers, books,

educational resources, and films (Purwanti, 2019). Other than that, Aghotor (2018) stated that Illustrations include graphical illustrations that illustrate all or part of the text within a book, generally to elucidate the texts for enhanced comprehension by students, particularly on elements or scenarios that are more readily grasped through visual representation than verbal explanation. The use of illustrations in stories has high potential as a learning medium, as stated by Seaton in Purwanti (2019), Visual evidence is a powerful and decorative tool. It offers a stimulus for further study, reading, and research. illustrations serve to boost students' interest and entertain readers. Therefore, using illustrations in stories can impact students' reading comprehension, as illustrations help them visualize the story through images, facilitating their comprehension of the narrative.

1.7.6 Narrative text

1.7.6.1 Definition

A narrative is a form of discourse that describes the steps that led to the occurrence of an event. The purpose is to paint a vivid picture for the reader of the various stages, procedures, or steps involved (Perdiana, 2022). Rosita (2019), stated a narrative text is a series of interconnected events presented through written, spoken, or visual media. A narrative text is one that tells a sequence of events in chronological order, either orally or in writing, and may include moving images. It can be concluded that narrative text is writing in which a story, whether nonfiction or fiction, is told chronologically or sequentially. The chronological character of narrative texts requires a clear progression of events from beginning until the end.

A narrative text is a type of text that tells a story or tale, whether it is fiction or nonfiction. This text has a clear sequence of events and presents interconnected events from beginning to end. The types of narrative texts include legends, fairy tales, folktales, fables, short stories, and biographies. (Lestyowati, 2019). Defrioka (2014), describes narrative as a text that tells a story while entertaining the audience. It includes

characters, a setting, and actions. The introduction typically presents the characters, setting, and the main problem, which reaches its climax in the middle of the story. The problem is then resolved in the conclusion.

1.7.6.2 Generic Structure

Anderson & Anderson (2003) introduced the text structure of narrative text. They delineate five stages in the composition of a narrative text. They comprise orientation, intricacy, sequence of events, resolution, and coda (Wulandari, 2020).

1) Orientation

The narrator informs the audience about the characters, the temporal setting, the geographical location, and the events occurring in the story. As stated by Wulandari (2020), The readers are acquainted with the principal characters and potentially some secondary ones. Certain signals are typically provided on the location and timing of the activity.

2) Complication

This section portrays a sequence of events that will impact one or more characters. The complication acts as a catalyst, propelling the narrative through a sequence of events. These events frequently have unexpected events that hinder the protagonists from attaining their objectives. The element of surprise and conflict sustains narrative interest; without a crisis or unexpected development, the story would lack engagement.

3) Sequence of events

This section describes the character's response to the problem. It encompasses their emotions and actions. The event can be narrated in chronological sequence or through flashback. The audience receives the narrator's perspective.

4) Resolution

This section of the tale often resolves the complexity, for better or worse, though it is seldom left fully unsolved. In specific story forms,

the conclusion may remain ambiguous, prompting the audience to ponder, "What was the resolution?"

5) Reorientation

The event may conclude optionally. Reorientation is an optional component inside a narrative. In this section, the narrator incorporates a moral or lesson to be derived from the narrative.

1.7.6.3 Types of Narrative text

Yulis (2016) categorized narrative types (or genres) into ten categories: humor, romance, crime, real-life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels, and adventure. According to Anderson in Aulia (2019), narrative texts are divided into five main types: fairy tales, folklore, myths, legends, and fables.

1. Fairy tales are folk narratives that often include magical or supernatural elements, and they tend to follow the repetitive structures and refrains common in folk tales. The example of fairytales is the story of "Malin Kundang".

2. Folklore shares the wisdom and experiences of ordinary people, often featuring animals alongside humans, highlighting their quick-witted and cleverness. one of well-known folklore in Indonesia is "the story of Roro Jonggrang."

3. Myths are stories that explain the origins of natural and supernatural phenomena, as well as human, superhuman, and spiritual aspects of life, such as the myths of Nyai Roro Kidul.

4. Legends typically focus on historical figures, great heroes, or kings from periods before written records, often embellished with fictional elements. The example of legends is "The legends of Toba lakes."

5. Fables are short stories with minimal characters, implementing fantastic elements and a clear moral lesson, usually featuring animals as the main characters like the Story of "The Tortoise and the Rabbit."

1.7.7 Common European Framework of Reference (CEFR)

To ensure that students receive education aligned with established standards, we use a global standard called the Common European Framework of Reference (CEFR) for learning foreign languages. This standard helps us think carefully about language education materials and tests. CEFR is used a lot in Europe. It covers various languages, including English, and helps measure how well someone knows English, both in understanding and using it. The Application CEFR in learning resource can be a new solution to learning crisis in Indonesia, According to Nurhaliza (2021), English educators retain an optimistic view on the CEFR, and it is applicable inside the Language Department Centre. They assert the implementation of CEFR in their pedagogical process, facilitating individualized instruction.. It is important that the resources, which learning environments make available to the students, reflect the diversity of the world and of the classrooms' demographics. The goal is not to master forms, practices or form-meaning relationships. Rather, it is to expand the terms in relation to which the students construct themselves with and within the world (Lian, A.B. & Norman, 2017).

Figure 7 1 Level of CEFR

It assigns a six-point scale to language proficiency, ranging from

beginning (A1) to elementary (A2) to intermediate (B1) to advanced (C1) to proficient (C2). This allows individuals involved in language education and testing, such as teachers and students, to quickly assess the level of various qualifications. Because the brain doesn't directly see the world, students can face different problems. It's not possible to have a step-by-step plan that works for everyone since it depends on the teacher's understanding, and teachers don't know everything. People's starting points to solve problems can be different, and sometimes we may not even know what they are (Lian, A.B., 2018).

The CEFR recognizes the significance of differentiated learning, attainable through individual learning facilitated by the framework (Indriyani & Sudimantara, 2023). This is alligned with Ania Lian statement (2018), personalized instruction allows students to learn at their own speed and in a manner that aligns with their unique learning preferences, ultimately improving the learning experience.

1.7.8 Transformative Pedagogy

Education, the systematic arrangement of teaching and learning across the lifespan, has historically been fundamental in the evolution of human communities. It links us to the world and to one another, reveals new opportunities, and enhances our abilities for discourse and action. To cultivate peaceful, just, and sustainable futures, education must undergo transformation. (UNESCO, 2021). Sudimantara (2021) asserts that traditional pedagogy emphasises instructing students about the world. The teacher possesses complete control in the classroom, where the teaching-learning process is exclusively orientated towards adherence to the grammatical frameworks or linguistic descriptions established by linguists (pedagogical grammar). In light of the criteria for 21st-century learning, it is imperative to modify our pedagogical approaches.

UNESCO claims that the transformation of education necessitates systems distinct from those now implemented, and it seeks to promote pedagogical approaches that exert a transformative influence on learners. Transformative education empowers individuals by cultivating

connections between people and the world, presenting new opportunities, and augmenting their capacities for critical analysis, conversation, knowledge creation, and action (Sudimantara, 2023).

The advent of new media offers innovative instruments for fostering critical thinking and creativity within a collaborative setting that promotes collaboration and the exchange of ideas and creations with audiences. Incorporating modern media into art education and merging art with other subjects enhances visual literacy and fosters essential transversal skills for children's future endeavours (Pavlou, 2019). The OECD Learning Compass 2030 has discovered three "transformative competencies" that might be integrated into current curricula and pedagogy in schools to foster a better future. Initially, generating new value entails innovating to enhance lives by establishing new employment, businesses, and services, as well as cultivating new knowledge, insights, ideas, techniques, strategies, and solutions, and applying them to both existing and emerging challenges. When learners generate new value, they challenge the existing quo, engage in collaboration, and endeavour to think innovatively (OECD, 2019).

1.7.9 The Principle of Multisensory approach

Parra (2021) It was stated that visual, auditory, kinaesthetic, and sense of touch are the primary modalities engaged directly in the multimodal approach to create multisensory activities. Furthermore, these senses facilitate the identification of various learning styles, thereby offering multiple avenues for instruction and comprehension. Students who experience challenges in developing reading skills should engage in creative learning activities to address their educational obstacles. The human brain activates and evolves when an individual speaks, listens, moves, and thinks, fostering optimal learning in a multisensory environment (Gerlach, 2017). The brain isn't just a passive receiver of information; it actively processes and reacts to various stimuli. (Lian, A.B.,

2018). As Lian (2021) explains, the core principle of the multi-sensory learning technique is the recognition that the human brain processes information through multiple senses (cited in Lian, A.B., Lay, N., & Lian, A.P., 2023).

Sudimantara (2020) stated that an all-encompassing strategy for teaching and learning languages in the twenty-first century should promote an integrated, multisensory experience that incorporates essential elements like: improved auditory input (verbotonalism); humming and other repetition techniques; relaxation and whole-body exercises; oral language manipulation; in-class and out-of-class activities; and a sense of independence. Futhermore, Learning occurs through the reconfiguration of the synapse neuronal circuits, and interconnected neural networks throughout the brain. This reorganisation also includes and enhances the development of cognitive skills like as attention, emotion, motivation, memory, language, and logical-mathematical thinking. Pedagogical tactics employed by educators enhance mental functions during teaching and learning processes. They facilitate the reorganisation of the nervous system, allowing for the acquisition of new knowledge, skills, and perspectives. This is the reason the brain is the organ of learning (Amaral & Guerra, 2022).

1.7.10 Digital Learning

The advancement of new knowledge technologies and their integration into the educational process for knowledge acquisition and competency development is a fundamental aspect of contemporary society. Information and communication technology serve as efficient tools, methodologies, and procedures for addressing significant challenges and achieving educational objectives (Ihnatova et al., 2021). Technology innovation can facilitate compare-and-contrast activities by creating enhanced learning settings that allow students to (a) examine their existing knowledge; (b) recognise the boundaries of this information; and (c) produce fresh understanding and possibilities (Lian, A.B., 2017).

Moreover, by merging technology with language acquisition, students can transform into proficient users of the language, with technology serving as an extension for linguistic education (Indriyani & Sudimantara, 2023).

In response to the evolving educational approaches, the government and enterprises have significantly invested in the research and development of digital instructional platforms. Numerous digital teaching platforms have been established with corresponding software and hardware, a variety of digital teaching materials have been created, and schools have proactively integrated different digital teaching platforms into their instruction, aiming to enhance students' learning outcomes (Hung Lin, Cheng Chen, & Sheng Liu, 2017). Teachers can empower students in their learning and encourage them to make choices and take actions in their educational journey, a concept often referred to as "student agency." This means that students are given the opportunity to make decisions about what and how they want to learn, allowing them to become active participants in their own education. sources of information or learning sources need not be limited to whatever can be provided by specific teachers, scholars or universities. Student agency applies to the cultivation of identity and a sense of belonging. When students cultivate agency, they depend on motivation, hope, self-efficacy, and a growth mindset (the recognition that abilities and intelligence can be enhanced) to progress towards well-being. This empowers them to operate with intention, directing them to prosper and succeed within society (OECD, 2019).

Nevertheless, According to Fullan & Langworthy (2014), The digital revolution has not yet completely transformed education, resulting in minimal effects on schools and classroom learning outcomes. This necessitates the formulation of a novel pedagogy to effectively incorporate and optimise the potential of technology in education, alongside the establishment of professional teaching capacity for the success of these new pedagogies (Sudimantara, 2023).

1. 8 Previous Research

Numerous studies have been conducted to analyze digital Illustrated folklore on encouraging Students' reading comprehension. In reviewing the literature, the researcher encountered several studies relevant to this topic, as outlined below:

1) Riska (2022) who conducted thesis entitled "Improving Students' Reading Comprehension Through I La Galigo Folklore Learning Of The Ninth Grade At Muhammadiyah Boarding School Palopo" stated that the folklore I La Galigo can improve students' reading comprehension and motivate students in learning English. The author implemented a reading-discussion strategy with groups, utilising the La Galigo narrative titled The Origins of Human Creation on Earth and the Empress Sent to Batara Guru on Earth to enhance reading comprehension and student motivation in English learning at the ninth grade Muhammadiyah Boarding School. The findings of this study were successful as they support the theory that incorporating folklore in foreign language instruction is a practical and effective method for teaching language skills, comprehension, learning abilities, and cultural values. This study's similarity lies in the author's use of narrative text in the form of folklore to enhance reading comprehension skills. This research differs from the previous study by utilising a West Java Folklore accompanied by illustrations accessible online.

2) The second previous related research was "The Effect of Using Illustrated Folklore Series in Reading Comperhension Ability Of The Second Grade Students' At Smp Negeri 24 Kota Jambi In Academic Year 2018" conducted by Dewi (2018). The purpose of the study is to find out the application of Folklore series illustrate in improving the ability of students; Reading comprehension of the Second Grade Students at SMP 24 Kota Jambi in Academic Year 2018. The research was designed by using pre and post-test design. The previous researcher concluded in her research she has computed two means score by using t-test formula; the value of t-test was

higher than the value of t-table. It indicated that there was a difference on the students' comprehension that was taught using Folklore series technique. It means that the effect of using Illustrated Folklore Series comprehension at SMPN 24 Kota Jambi was acceptable. The similarity of the previous research with this research is that both of studies share the use of Illustrated folklore as a tool to enhance the reading comprehension of junior high school students. The difference lies in Dewi's use of a Folklore application without differentiation in English language levels among students, whereas this research utilizes Folklore with three basic English language levels that can be adapted to students' language proficiency.

3) Upa &Mangalik (2018) conducted a research entitled "Utilizing Sulawesi Folktales into the Teaching of Reading Comprehension" which applied quantitative method obtained through pre-test – treatment – post-test. T The findings of this study indicate the utilization of Sulawesi folktales into the teaching of reading comprehension is effective to improve the students' reading comprehension. It is proofed through the mean score of the pretest (5.05) and the mean score of the posttest (7.30). The standard deviation of pretest is 1.27 and the posttest is 0.97, while t-test is 0.001, (α) = 0.05. The similarities of this research are both using Folklore to improve the student' reading comprehension. Then the difference from previous Research with this research is that previous research used the Quantitative

method while this research uses mix method which involves Qualitative and Quantitative. Other than that, the previous research examined the university students in the research while this research is conducted for Junior High school students.

4) Istiqoma (2022) in her thesis entitled The Use of Comic Strips In Improving Students' Reading Comprehension of Narrative Text At VIII Grade Students Of Smp Plus Yanmu NU Praya In Acdemic Year 2022/2023 informed that Students' understanding of narrative texts

improved when comic strips were utilized to enhance their reading comprehension. It could be seen from the result of the study, conducted in two cycles, found that implementing comic strips significantly improved students' reading comprehension. Pre-test scores were at 50%, rising to 64% in cycle 1 and reaching 85% by the end of cycle 2. The similarity of these studies is that both aimed to enhance the reading comprehension skills of eighth-grade junior high school students using qualitative and quantitative methods, while the difference lies in the use of comic strips in the former study to improve students' reading comprehension, whereas this study utilizes digital illustrated folklore.

5) Baroqqah & Anggraini (2019) conducted a research entitled "Improving the Eleventh Grade Students' Reading Comprehension Achievement by using Folklore at MAN 2 Palembang". The data were analyzed by using t-test (Paired Samples t-test and Independent Samples t-test). The findings revealed that by using folklore significantly improved the students' reading comprehension achievement (t=17.158). The similarity between them is that they both use Folklore to improve students' reading comprehension skills, but the difference is that the previous study used Folklore with only one type of story without illustrations, while this study uses Illustrated folklore which has three types of reading levels. Furthermore, the previous study tested high school students, whereas this study focuses on junior high school students.

1.9 Frame of Thought

figure 8 Frame of thought

1.10 Research method

1.10.1 Research Design and Steps of the Research

The researcher used a combination of qualitative and quantitative research methods (Creswell, 2012). Mixed methods research, according to Sugiyono (2008), uses both qualitative and quantitative methods to collect comprehensive, objective, valid, and reliable data. The mixed-method approach was chosen for this study because of its main benefits, which include: a) gathering and evaluating both quantitative and qualitative data, b) combining data in various ways, c) ranking data types, and d) being contained in a single study or series (Creswell & Plano Clark, 2018). This study used a combination of quantitative and qualitative methodologies to gain a complete understanding of the issues under investigation.

This research utilized an explanatory sequential mixed-method design, as described by Creswell and Plano Clark (2018). This approach involves collecting and analyzing quantitative data first, followed by qualitative methods to provide deeper insight into the quantitative findings. Quantitative research focuses on testing objective theories by exploring relationships between variables, while qualitative research seeks to understand the meanings individuals or groups attribute to social or human phenomena (Creswell, 2014). The study implemented a One-Group Pretest-Posttest Design to compare conditions before and after the treatment, without including a control group for comparison with the experimental group (Creswell, 2012).

1.10.2 Data Source and Types

1.10.2.1 Source of Data

In qualitative research, data can be derived from various sources, including interviews, observations, documents, and audiovisual materials, rather than relying solely on a single data type (Creswell & Creswell, 2018). Data were collected from primary and secondary

sources. Primary data is collected directly by researchers, while secondary data comes from existing sources. Data in this research will be obtained from conducting tests, interviews, and questionnaires. The participants in this research are eight grade students at SMP Negeri 4 Cirebon.

1.10.2.2 Types of data

The types of data in this study are quantitative and qualitative data. Quantitative data were chosen to know the effect of using digital learning media, while qualitative data was chosen because the researcher wanted to explain the utility of digital learning media. Quantitative data were obtained from tests (pre-test and post-test), while qualitative data were obtained from interviews and questionnaires.

1.10.3 Data Collection Techniques and Instruments

This mixed-method research utilized both quantitative and qualitative data collection methods. Initially, quantitative data were gathered through tests to obtain numerical insights. Subsequently, qualitative data were collected through interviews and questionnaires to complement and support the quantitative findings. The study employed three data collection techniques, which are explained in greater detail below.

1.10.3.1 Test

To assess the significant effect of Digital Illustrated Folklore in improving students' reading comprehension, the researcher employed both pre-tests and post-tests. The pre-test was administered during the initial meeting with the participants. Its purpose was to evaluate students' reading comprehension before receiving a treatment The post-test occurred after the participants had received the treatment. It aimed to assess any changes or improvements in students' reading comprehension. The type of test was multiple- choice which consisted of 20 items from numbe 1 to number 20. The score per item was 10. It meant that if the respondents could choose the answer of 1 item correctly, they would get 10 score. Further, to accumulate the total score, the writer uses formula as following:

Total score = <u>amount of true item(s)</u>

2

From the description of each test from above, the highest score of this test was 100 scores.

1.10.3.2 Interviews

Interviews are a type of data collection method where researchers and participants communicate verbally. Teachers and students participated as informants in this interview. The interviews were carried out to learn about their perspectives on using digital storytelling to portray the tale of traditional cakes. The interviews were semi-structured, allowing the researcher to get focused responses while also fostering a deeper comprehension of the topic. This strategy gives the interviewer more control over the information acquired because particular questions can be asked to collect specific information (Creswell, 2012). The data collection instrument used was an interview guide, which assisted the researcher in keeping on course during the interview procedure. This guide includes instructions for conducting the interview, some questions, and a place to record the interviewee's responses (Cresswell, 2012).

1.10.3.3 Questionnaire

McLeod (2018) stated the questionnaire is a research tool that contains a series of questions intended to gather information from participants. In this study, data were collected by completing a questionnaire provided by the author. The specific focus was on understanding both teachers' and students' perceptions of using Digital Ilustrated Folklore. The researcher's questionnaire consisted of closed-ended questions designed to obtain numerical data. Respondents were asked to rate their agreement or disagreement on a 5-point Likert scale (ranging from 1=strongly disagree to 5=strongly agree) within 14 questions related to student's perceptions.

1.10.4 The Techniques of Data Analysis

This section presents the data analysis procedures employed to address the research questions. The technique for data analysis is done by processing the results from various sources, including tests, interviews, and questionnaires. The integration of data occurs simultaneously, incorporating both quantitative and qualitative analysis; identifying similar and dissimilar results; joint display tables; comparison of tables and themes; and confirmation, disconfirmation, or expansion of results (Creswell & Plano Clark, 2018).

1.10.4.1 Quantitative Data Analysis

Data Analysis In analyzing the quantitative data, the researcher compared the mean score of the pre- test score and the post- test score to find out the difference of them. In this research, the scores of Pre-tests were categorized as a X variable. Moreover, the scores of post- tests were categorized as Y variable.

Manually, in comparing the score both pre- test and post- test, t- test formula that adopted from Sudijono was used. Acording to Anas Sudijono (2008), the steps of calculating of t- test were the following:

1. Determining difference between both score of first variable (pre- test) and score of second variable (post- test) with formula:

$$D = X - Y$$

D = difference value

X = first variable (pre- test)

Y = second variable (post- test)

2. Summing the values of D to get $\sum$

3. Determining Mean of Difference with formula:

$$M_D = \frac{\sum D}{N}$$

N = number of respondents

4. Squaring the values of D, then summing them to get $\sum$

5. Determining standard deviation of difference (SDD)

6. Determining of standard error of difference mean

7. Determining t- observation (t0)

8. Determining t- table (tt) in significant level 5% with the degree of freedom (df), with formula:

Df = N - 1

df = degree of freedom

N = number of students

To calculate the difference score between the X and Y variables, the researcher employed statistical software called SPSS (Statistical Product and Service Solution). According to Budi Susetyo (2010), the researcher used some steps as following:

1. Input the score of pre- test and post- test on different column on new file of SPSS program.

2. Choose analyze

3. Choose compare means

4. Choose paired simple t- tests

5. Input the X and Y variables into paired variable column

6. Choose option and fill confidence interval

7. Choose continue

8. Choose OK By doing those steps, the result of comparing means scores of pre-test and post- test could be easily and instantly seen.

1.10.4.2 Descriptive Qualitative

Descriptive analysis was used to analyze data on the results of the feasibility assessment. This analysis was used to analyze data and information obtained from preliminary studies through interviews. Miles and Huberman (1984) proposed that activities in qualitative data analysis are carried out interactively and continuously until completion, reaching a point of data saturation. The activities in data analysis include data reduction, data display, and conclusion drawing/verification (Fadli, 2021).

1.10.4.2.1 Data Reduction

According to Fadli (2021), Data reduction involves summarizing, selecting essential elements, focusing on important aspects, identifying themes and patterns, and discarding what is deemed unnecessary. This means that the reduced data will provide a clearer picture, facilitating the researcher in the next data collection phase and allowing for further exploration if needed. Electronic tools can also assist in data reduction by emphasizing specific aspects, thus streamlining the data reduction process. In this research, the primary focus is on the development of a digital story as a learning resource that aligns with the new paradigm of learning and is in accordance with the Emancipated Curriculum. The project aims to create a digital learning resource that not only meets the needs of contemporary learning paradigms but also supports the vision of a curriculum that provides freedom and empowerment to learners. By concentrating on the development of a digital story, this research endeavors to create a learning tool that is not only relevant to current learning trends but also integrates the principles of a curriculum that allows freedom in the learning process.

1.10.4.2.2 Data Display

In qualitative research, data presentation can take various forms, such as brief descriptions, charts, relationships between categories, flowcharts, and the like. By displaying data, it facilitates understanding of what is happening and aids in planning subsequent work based on the acquired insights. Additionally, it is recommended that in presenting data, aside from narrative text, various visual elements such as graphs, matrices, networks, and charts can be utilized. These visual representations contribute to a clearer comprehension of the information and provide diverse ways of conveying the findings (Fadli, 2021). Data display in this research could be in many forms, such as graphs, tables, or other visualizations that help illustrate patterns or findings emerging from the development of the digital story. For

instance, a graph can be created to demonstrate how specific elements in the digital story relate to the new principles of learning and the concepts of the Emancipated Curriculum and increase students English Proficiency.

1.10.4.2.3 Conclusion Drawing

The preliminary conclusions presented are provisional and subject to change if strong evidence supporting them is not found in the next data collection stage. However, if the initial conclusions, put forth in the early stage, are backed by valid and consistent evidence when the researcher returns to the field for data collection, then these conclusions become credible. However, qualitative research conclusions are expected to bring forth new findings (novelty) that have not been discovered before. These findings could be in the form of a description/theory about an object that was previously unclear but becomes clearer after thorough examination (Barrett & Twycross, 2018).

1.10.5 statistical Hypothesis

Hypothesis testing using a sample t-test. The hypothesis tested is as follows:

H_0: There is no significant difference in students reading comprehension before and after using Digital Illustrated Folklore.

H_1: There is a significant difference in students reading comprehension before and after using Digital Illustrated folklore.

The basis for decision-making in the t-test can be done through the probability approach. The significance used is $\alpha=0.05$. The basis for decision-making is to look at the statistical significance decision rule by Creswell (2008) with the following conditions:

If the Sig. > 0.05 then H_0 is accepted. If the Sig. < 0.05 then H_0 is rejected.

1.11 Research Timeline

No	Activities	Time Allocation						
		December	January	February	March-April	May	June	July
1.	Applying proposal	■						
2.	Proposal Seminar		■					
3.	Conducting Research			■				
4.	Collecting Data				■			
5.	Analyzing Data					■		
6.	Finishing Thesis							■