



INTERACTIVE MATERIALS FOR TEACHING SPOKEN NARRATIVE TEXTS BASED ON INDONESIAN FOLKTALES

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Abstrak

Penelitian ini bertujuan mengembangkan bahan ajar interaktif dengan mendaptasi cerita rakyat Indonesia, dan mengkaji penggunaannya dalam pengajaran teks naratif lisan bagi siswa SMP. Penelitian ini adalah penelitian pengembangan dengan memodifikasi model Gall, Gall & Borg dan Thiagarajan, Semmel, & Melvyn. Hasil penelitian menunjukkan bahwa guru dan siswa membutuhkan bahan ajar interaktif untuk menjadikan pembelajaran lebih efektif. Sesudah dievaluasi oleh pakar, prototipe bahan ajar direvisi dan diujikan di dua SMP. Hasil analisis menunjukkan bahwa produk itu dapat digunakan dengan baik di kelas dan siswa mencapai kompetensi yang diharapkan pada ketrampilan mendengarkan dan membaca. Siswa dan guru berpendapat bahwa bahan ajar itu efektif dan berguna bagi mereka untuk belajar Bahasa Inggris. Disimpulkan bahwa bahan ajar interaktif yang dikembangkan dari adaptasi cerita rakyat Indonesia berbentuk Widuri Game terbukti dapat diterapkan dan efektif untuk meningkatkan ketrampilan lisan siswa.

Abstract

This study aims at developing interactive teaching materials by adapting Indonesian folktales, and examining their implementation for teaching spoken narrative texts to junior high school students. A research and development (R&D) method with six stages was used in this study. The results show that the teachers and students require interactive materials that could make the teaching learning activities more effective. After being evaluated by experts, the prototype was revised and field-tested in two junior high schools. The results showed that the product was successfully implemented in the classroom in that the students could achieve the passing grade for both listening and speaking tests. The students also perceived that the product was effective and useful for them to learn English. The teachers perceived that the product was good and excellent to be used in the classroom. Therefore, it could be concluded that Widuri Game, the interactive materials adapted from Indonesian folktales was practical and effective to improve the students' oral competence skill.

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INTRODUCTION

School-based curriculum is introduced to implement the content standards set out by the government. Each school has to develop its own school-based curriculum. Teachers in each school are responsible to break down standard competencies and basic competences into syllabus, and then prepare lesson plans for their classroom. Within the lesson plans, the teachers set out objectives, achievement indicators, teaching-learning activities, learning resources, and assessment.

Narratives is one of the learning materials for Junior High School level (Depdiknas, 2006:36). A narrative is "a piece of text which tells a story and, in doing so, entertains or informs the reader or listener" (Anderson and Anderson, 1997:8). The social function or communicative purpose of a narrative text is to amuse, entertain, educate, and to deal with an actual or imaginative story (Sadler and Haylar, 2000; Derewianka, 1990).

A narrative text usually consists of three parts. The first is orientation (beginning). The orientation tells about who, when, where, what, and why. The characters(s), the time, the place, and the direction of the story are all introduced. The second is complication (middle). As the story develops, the complications occur. In the complications, there is often a sequence of events involving the characters in action that test their courage, determination and other qualities. The third is resolution (ending). As the sequence of events brings the story to an end, the problem faced by character(s) is resolved. As a result, a resolution will be achieved, which leads to a happy or unhappy ending in the story (Sadler and Haylar, 2004; Derewianka, 1990).

One form of narratives is folktale. A folktale is a well-known among children because the archetypal characters in the story are easily understood. Sometimes it is told before a child sleep at night. Some folktales were not previously written down, but existed only in the memory of mankind. Now, the tradition of oral story-telling is giving way to books and television, so that tales are being collected and written down (Chowdhury, 2002; Zin, Nasir, & Ghazali, 2010).

Indonesia as a culturally rich and diverse country has a lot of folktales from each different local region. One often find a regency which offers a tourist destination has its own folktale. The legend of Prambanan temple in Yogyakarta and Sangkuriang - the legend of mount Tangkuban Perahu - in Bandung are two samples of the famous Indonesian folktales that are related to

tourist destination. There are more than fifty folktales that are related to geographical places. One of them is a folktale from Pemalang Regency. Pemalang is a town in Central Java. Due to the facts that most textbooks offer stories from foreign countries, it is imperative to introduce the locally available stories, including folktales, in the classroom given that local contents will also strengthen the sense of nationality among students.

Teaching narratives requires creativity on the part of the teachers and the use of various sources to generate the students' interest in the materials being taught and the language skills being developed. With the development of information technology, computers could be as a tool and medium that facilitates the students in learning language (Hartoyo 2006; Young & Bush, 2004). The use of computers in learning English as a Foreign Language (EFL) is necessary to improve the effectiveness and quality of teaching and learning process as the schools start to introduce and install computer and internet facilities as part of entering the digital and information technology. A lot of teachers give a positive response to develop and construct computer-based teaching materials for implementing the curriculum in the classroom (Kozma & Robert, 2003; Kumala, 2009).

The computer-based materials are generally interactive in that students can interact with the learning materials so that they can use them not only in the classroom with the help of teachers but also outside the classroom (Prasetyo, 2007; Williams, 2000.). The materials will also include integrated skills including spoken and written, as "there is no clear dividing line between spoken and written language as that of a continuum" (Hammond, et al., 1992:5). The integrated skill of listening and speaking gives efficiency effect for both teachers and students (Rahmawati, 2010; Richards, 2008).

The Legend of Widuri Beach is adapted from a folktale from Pemalang, as one of the ways to bring up and keep the local heritage. Learning narrative texts from the students' own culture will improve their motivation. They can build the familiarity with the local culture, so that the students could focus more on language skills in learning English.

This article describes the adaptation of Indonesian folktales to be used as interactive materials for teaching spoken narratives to junior high school students and examines the implementation of the adapted Indonesian folktales in the teaching and learning process in

the classroom.

METHODS

This study adopted a research and development (R&D) method to design and develop the effectiveness of a product that could be used in language classrooms. This method is adopted from Gall, Gall and Borg (2003) and Thiagarajan, Semmel, & Melvyn (1974). There are six stages of this study: (1) student and teachers' need analysis; (2) designing preliminary form of product; (3) preliminary field testing by ICT and interactive learning experts, English teaching experts, and English teacher; (4) product revision; (5) main field testing (6) conclusion.

The data for the study were collected by observation, interviews, questionnaires, and tests. Observation and interviews were used to obtain the students and teachers' need in the early stage of the research and to gather data on the students' perception on the implementation of the product and the classroom teaching learning activities. Questionnaires were used to obtain the evaluation by experts on the design of the preliminary product. Tests were used to gather data on the students' performance of spoken production of narrative texts adapted from Indonesian folktales.

The instruments used in this study include: (1) observation checklists and interview guides for English teachers and students'

Table 1. Map of Widuri Game

Skill	Objectives	Activities
	Students are able to	Each student operates his/her own computer to
Speaking	Pronounce the new vocabulary items accurately	LEVEL 1: DICTATIONS VOCABULARY ITEMS Choose the appropriate pictures according to the providing words.
Listening	Comprehend the meaning of the whole text	LEVEL 2: LISTENING SECTION Listen and watch the animation LEVEL 3: CLOZE LISTENING TEST Complete the text by typing the missing word of the story in the available space. LEVEL 4: MULTIPLE CHOICE Answer the multiple choice questions accord to the text
Listening	Recognize the social function, generic structure, and characteristics of narrative text	LEVEL 5: WHAT IS NARRATIVE TEXT Join the interactive learning strategies about the function, generic structure, and the characteristics of narrative text. Match the past from of the words, specific participants, temporal conjunction Rearrange the jumbled paragraph (drag and drop)
	Interpret the meaning of the whole text	Free Discussion among teachers and students
Speaking	Design the outline of the story "The Legend of Widuri Beach" based on their understanding and revises their own text	LEVEL 6: RETELLING STORY GUIDELINES Answer the questions as the guidelines for making a story Use the conjunction to connect among sentences Assess their own story from the checklist provides
	Retell their own story	LEVEL 7: STORY RETELLING Animation movie clip is playing to help student retelling his/her story

Table 2. The Result of the Experts and Teacher's Evaluation

INDICATORS	ICT Interactive Learning Experts		English Teaching Experts		English Teacher	AVERAGE
	1	2	1	2		
Content	3.8	3.7	3.5	3.8	3.6	3.52
Suitability to the Curriculum	3.6	3.9	3.9	3.6	3.9	3.78
Exercises	4	4	3.8	4	3.8	3.92
Designing	3.3	3.25	3.5	3.3	3.3	3.33
Suitability to the Teachers	3.3	3.3	3.8	3.3	3.8	3.5

opinion of materials in learning narrative text and for examining students' perception of taking part in interactive material, including the implementation of the adapted an Indonesian folktale to develop an interactive material for teaching spoken narrative text to students of junior high school; (2) questionnaires for the ICT interactive and learning experts, English teaching experts, and English teachers to examine the adapted an Indonesian folktale to develop interactive material for teaching spoken narrative text to the 8th grade students of junior high school; and (3) tests for spoken production of narrative texts by adapting Indonesian folktales. The quantitative and qualitative analysis was used to analyse the data.

RESULTS AND DISCUSSION

The need analysis found that some teachers and students' textbook for teaching and learning narrative text mostly focus on written form. The activities for spoken story-telling is not adequately available. In addition, there are no adequate audio-visual materials used as a model for the students. Both CDs and VCDs for teaching and learning spoken narrative text to students of junior high school are not relevant with the current curriculum. No sufficient exercises, feedback, and guidelines on how to tell a story effectively are found. Additionally, students tend to use the materials monotonously because interactive learning strategies are not provided.

Based on the interview, it was found that the teaching and learning spoken narrative text was still dominated by the teachers. The teachers always give examples, drill spoken narrative text materials by reading stories written in the textbook, and ask the students to repeat and perform them. Then, they grade the students without giving them any chance to practice or make a draft step by step before they perform to retell a story.

Based on the questionnaires, it is found that students need an interactive material so that they can learn English independently. In the school, they want learn English in computer laboratory because they are literate to use computers to get information.

The products consist of four items: syllabus, lesson plan, storyboard, and audio. The materials are based on Standards of Competence and Basic Competence for the 8th grade of Junior High School. The interactive materials consisted of texts, animations, movie-clip, pictures, audio along with explanation and exercises or quizzes of learning spoken narrative texts. Each activity is organized into level 1 up to level 7. The interactive material of Indonesian folktale was made in a line of one direction learning strategy. Hence, students have to join in each level to continue their progress in learning spoken narrative texts. In the end of each level, students get a password to enter the next level. Therefore, if students want to learn one activity in other times, they can directly go down to the level in which they want. The interactive material could be played on *Flash Player* or *Gom Player* program.

The validation of *Widuri Game* was given by two ICT & interactive learning experts, two English teaching experts and one English teacher. Both experts and English teacher evaluated the content, suitability to the curriculum, exercises, designing concept, and suitability to the teachers.

The table 2 shows that based on the four-scale evaluation, on average the experts and teacher's evaluation on the *Widuri Game* were 3.52 for the content, 3.78 for the suitability to the curriculum, 3.92 for the exercises, 3.33 for the designing, and 3.5 for the suitability to the teachers. It is clear, *Widuri Game* run over the objectives that there was no experts and teacher's judgment judged under adequate. Therefore, *Widuri Game* did need to be redesigned. Nonetheless, the suggestions from the experts and the teacher were used to revise the products.



Figure 1. The Opening Slide of Widuri Game

Table 3. Students' Achievement

		Listening						
		Vocabulary Items		Cloze Test		Multiple Choice		Average
SMP Islam Hidayatullah (65)	84	100% passed	75.5	95% passed	87.75	100% passed	98.33% passed	
SMPN 4 Pemalang (70)	75.77	84.77% passed	81.35	84.46% passed	82.31	100% passed	89.74% passed	
		Speaking						
SMP Islam Hidayatullah (65)				81.5		95% passed		
SMPN 4 Pemalang (70)				77.05		92.31% passed		

The revision focused on grammatical errors in instructions, exercises, spellings, and punctuation marks. Modelling for doing the exercises was added. Therefore, the exercises in terms of the right levels of difficulty control to ensure systemic gradation from simple to complex items. Some complicated instructions were also simplified. Incorrect spellings, punctuation marks, and capital letters were revised. Some buttons, layout design, animations, and the navigations were also revised. In this case, the audio of instruction was changed.

The product prototype consisted of four components: syllabus, lesson plan, storyboard, and audio. The following figure displays the opening page of the interactive narrative text materials adapted from Indonesian folktales.

The product prototype was then tested

in the classroom in two junior high schools *SMP Islam Hidayatullah Semarang* and *SMP N 4 Pemalang* within four weeks. The purpose is to find out whether the interactive material was practical and effective to teach spoken narrative text or not. The result of this stage indicated that most of students already achieved the minimum passing grade in each school. It means that the classroom learning mastery was achieved.

Four aspects were used to evaluate the implementation of Widuri Game in the classroom, including student's achievement, student's opinion, teachers' opinion, and students' activity.

By using the achievement indicator of 65% and 70%, it was found that the students from both schools obtained higher achievement than the minimum level of achievement, as presented in Table 3.

Table 4. Student's Opinion

Check List	Percentage					Total
	4	3	2	1	0	
Are the materials easy to understand?		95%	5%			100%
Are the instructions easy to understand?		100%				100%
Is it easy to learn English through interactive materials?	15%	80%	5%			100%
Are the interactive materials useful for you?	20%	80%				100%
Are the materials attractive?	25%	75%				100%
Average	12%	86%	2%	-	-	100%

Table 5. Teacher'Opinion

No.	Indicator	Evaluation
1	The attractiveness of the interactive material	Excellent
2	The clearness of the direction to use the interactive material	Good
3	The easiness of leaning English through interactive material	Good
4	The appropriateness of the materials with the Standard Competence and Basic Competence of the School Based Curriculum	Excellent
5	The comprehensiveness of the exercises with the materials	Excellent

After the main field testing was completed, all students in SMP Islam Hidayatullah and SMP N 4 Pematang were asked to answer the questionnaires about the clarity of the and the attractiveness of the interactive materials. It was found that the majority of the students thought that the materials and instructions were easy to understand, were useful for them and attractive, as illustrated in Table 4.

After the stage of main field-testing, the questionnaires were also distributed to the teachers. The teacher perceived that the materials were categorised from good to excellent, as illustrated in Table 5.

In the interview section, the teacher said that the Widuri Game was so interesting and very easy to understand. By using Widuri Game, it was easy to deliver the purpose of teaching and learning spoken narrative text. It was appropriate with the students' difficulty level. Students were more encouraged to learn English. Also, both the teachers and students felt so happy to discover that an Indonesian folktale could be used as an interactive material. The teachers liked the audio spoken by English native speakers. The audio helped the students to be more familiar with English accent, pronunciation, and intonation.

Based on the observation, it was found that the interactive materials for teaching spoken narrative texts were effective and practical in both schools for a number of reasons:

100% students seriously joined the teaching and learning process. There were no students chatting, sleepy, or slept during teaching and learning process.

1. 90% students understood the material.
2. 85% students were happy to manage their own way to make any decision.
3. 100% students feel independent and free in learning English.
4. 90% students were really confident to retell the story in front of their friends.
5. 100% students were so proud that Indonesian folktale, could be used as the material in learning English

All the evaluation suggests that no further revision to the prototype product was needed. The prototype product could be considered as the final product and in fact the use of the product for the teaching spoken narrative was found to be practical and effective. Therefore, Widuri Game as an interactive material from Indonesian folktales is acceptable and appropriate for use

in English language classrooms in junior high schools.

Furthermore, Widuri Game gave some contributions during the teaching and learning process and it ran well. 98.33% students of SMP Islam Hidayatullah and 89.74% students of SMP N 4 Pemalang passed the minimum passing grade of listening tests. Besides, 95% students of SMP Islam Hidayatullah and 92.31% students of SMP N 4 Pemalang passed the minimum passing grade of speaking tests.

Based on the data obtained during the main field-testing, both students and teachers gave some positive responses toward the implementation the interactive material of Indonesia folktale for teaching spoken narrative text. 86% students in both schools judged it good. It means that the percentage of students' opinion exceeded its indicator. The teacher evaluated that Widuri Game's implementation was good. It means Widuri Game was practical and effective for teaching spoken narrative text to junior high school students.

The observation of the students' activity showed at least more than 80% students were serious, happy, independent, confident, and proud of being Indonesian because they learn English with interactive materials adapted from one of own Indonesian cultures. The teachers who did the try out and were involved in the main field-testing considered Widuri Game as helpful and useful for their teaching and learning process.

CONCLUSIONS

After being assessed by the experts and teacher, revised, and tried out in two schools, Widure game as the product of research and development is ready for use in the classroom. It was proved that the interactive material was practical and effective. Widuri Game as an interactive material of Indonesian folktale can be used as one of the materials for teaching spoken narrative text in junior high schools.

It is suggested that teachers (1) may adapt other Indonesian stories for teaching narrative text with this model; (2) can conduct further studies to develop both spoken and written materials for other text types by employing the same model; (3) should motivate the students' independence in learning; and (4) should use audio-visual or interactive materials in addition to English textbooks.

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