Local Narrative Text as The Implementation of "PPK" in ELT through Android-Based Media

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Abstract. The purpose of this study is to improve students' English competence through local narrative text by introducing Android-based learning media as a form of implementation of PPK in ELT. The analysis used in this research is qualitative which is associated with various methods, perspectives, and approaches such as the Research & Development (R&D) method. The stages of the research included data collection, data designing, developing Android-based learning media, expert validation, and product testing. The results of questionnaires and interviews from data collection to product testing showed that more than 74% of respondents agreed and were satisfied with the ELT media with Android-based local narrative examples. The learning media is used to improve the English competence of students, implement PPK, and preserve local values that are full of moral education.

Keywords: ELT, Local Narrative, PPK Implementation, Android.

1 Introduction

Students now are the millennial generation or Z (born before 2010) and followed by the Alpha generation (born after 2010). They are very good at using gadgets. However, they tend to get bored easily with formal theories or lessons such as reading books or understanding theories related to conventional texts. With the swift flow of increasingly advanced technology, they prefer something that is instant and easily accessible in learning something. This rapid change forces educators to be more flexible, adaptive, contextual, and relevant in learning so that they are not stressed. We as educators must also understand the capacity of students without neglecting learning outcomes and the side of character education that will be cultivated to students. This problem can be tricked by using Android-based learning media because most of them use cell phones with the Android operating system. Android-based learning media will be appropriate if it is presented to millennial, Z, and Alpha students who are very dependent on devices. Moreover, they don't have to waste time looking for learning resources if we can guide them properly. Educators should be able to instruct students in order to achieve maximum learning outcomes.

In the industrial era 4.0, the problems of learning English are unclear teacher instructions (imperfect command), limited media (inadequate media), low student input (low level students), and students' disinterest in subjects (low interest). This problems do not occur in all schools in Indonesia, for example in favourite or perhaps good private schools. However, we have to look at the other facts that there are still many schools that have these problems [5]. In 2019, total of junior high school students from grades 7 to 9, both public and private, is around 9,981,216, then according to research delivered by the president of TEFLIN, which he has described in a National Seminar, if seen from the research sample, only 30 to 60 of 1000 students

who are competent in English. In conclusion, there are only about 300,000 to 600,000 students who are competent in English, leaving around 9,300,000 students with medium to low level English competence. Not only that, 60% -80% of teachers do not master learning methods well, it will be very difficult to achieve the goals of the curriculum itself.

With the development of technology and the complexity of the problems of learning English which burden the educators, character values are also one thing that must be considered since that current technological advances can have a negative impact on the younger generation. Of course, we do not want to see the moral degradation of our children. Educators should think about the affective side that will be grown in students. Moreover, the Government through the Ministry of Education & Culture requires that character education must be implemented in all learning. The government program that has been established is called PPK (Penguatan Pendidikan Karakter). There are five PPK programs that must be integrated into learning. Those are Religious, Integrity, Independent, Nationalist and Mutual Cooperation [2]. This program is as Government attention so that students in Indonesia do not experience moral degradation.

Text narrative is one of the topics that exist in learning English in junior and senior high schools in Indonesia. Text narrative is a fictional story that contains moral values. It's just that, in the example of the text of related teaching materials, local narrative stories are less massive than narratives from abroad such as Cinderella, Snow White, Aladdin, etc. Whereas in accordance with the mandate of the 1945 Constitution Article 32, it is proper for us to advance the nation's culture in the midst of the development of world civilization. One of the things the authors do is inserting local culture into English learning. In addition to pursuing learning outcomes, we can also preserve local stories into learning materials. If we usually use external stories more often as examples of texts, it would be nice if we put Indonesian local story texts as an effort to preserve culture.

Looking at the problems that have been mentioned, researchers are interested in conducting a study that can be a solution to these problems. The proverb that is fitting to use is "killing two birds with one stone". In addition to cognitive aspects such as the achievements of learning English that students must achieve, they also get affective values such as moral values that can be instilled in them as a form of cultural preservation. The media used is in the form of applications on their Android mobile phones. Therefore, the scope that the researcher will study is "Local Narrative Text as the Implementation of PPK in ELT through Android-Based Media."

2 Research Method

The analysis used in this research is qualitative. Qualitative research is associated with various methods, perspectives, and approaches (Mackey, 2005). One of the methods used by researchers is Research & Development (R&D). This research is more suitable to use the development method because it is aimed at developing teaching materials [3]. Research & Development methods are used to create or develop products. The product developed is an Android-based English learning media. There are several stages that will be carried out. There are data collection, learning media design, learning media development in the form of an Android application, expert validation, and product testing.

In data collection, researchers conducted various literature reviews and curriculum documentation. Researchers analysed the material requirements needed to be developed by

studying the existing syllabus and curriculum first. Literature review is carried out in order to collect various kinds of information and material. After that, the data is sorted according to product development requirements. The research team designed the product so that the product could be made with little memory space and easy to use by users without neglecting the essence of the learning material. The next step is the development of Android-based media. After the product is made, the next step is validation by experts to minimize the deficiencies that exist. Product testing is the final part of this research. In the product trial stage, the application is distributed to students, teachers, and stakeholders. Distribution of questionnaires and interviews were conducted to determine the feasibility of the product and future application development.

3 Results & Discussion

With various perspectives and qualitative research approaches as described [4], the researcher conducted five stages of research. The findings from the research stages carried out by the researcher are as follows:

3.1 Data Collection

In the process of extracting information and literature review conducted by researchers and their team, they found that narrative text as one of the sub-topics of learning English in secondary schools in Indonesia has been inserted since the Competency-Based Curriculum / *Kurikulum Berbasis Kompetensi* (KBK) in 2004, KTSP in 2006, Curriculum 2013, until now (Curriculum 2013 Revised Edition) and *Merdeka Belajar* Currciculum. In the latest curriculum, the topic of narrative text is one part of genre-based text learning. Learning English in Indonesia is not based on classical learning which only refers to rigid theory and grammar, but rather to the text (and its context) without neglecting the rules of the English being learned. Learning is more towards a functional text which some experts call part of language learning which originates from SFL / SFG (Systemic Functional Linguistics / Grammar) theory.

In the current curriculum, there is a term "Core Competence" or *Komptensi Inti*. Core competencies consist of aspects of divinity or religiosity, attitude / character / affective, knowledge, and skills. From the sequence of these Core Competencies, we can clearly see that character is the main thing above the cognitive and psychomotor aspects themselves.

Furthermore, the questionnaire was given to students, teachers, and stakeholders from various schools prior to product design. The questionnaire was distributed with the percentage of English educators (71.4%), and the rest were students and education observers who worked in the school area (28.6%). From the results of the questionnaire given, there are some special notes that the researchers consider before designing the product. The followings are the results of the questionnaire distributed via Google Form.

a. English learning which is implemented in schools is considered unsatisfactory with a percentage of 42.9% in real learning outcomes/achievements.
b. Most of the respondents stated that the current generation (57.1%) has experienced moral degradation due to technological developments.
c. In the study of local narrative texts as a form of cultural preservation and inculcation of the local character of the nation's children, respondents (71.4%) strongly agree that narrative texts in the form of folk tales, fables, legends, myths / etc in the country should dominate the example of learning English rather than narrative from abroad.

d. In this era of very fast technology, almost all respondents agreed that English learning media with examples of local Indonesian narrative stories in English were made in the form of an Android application for publication.

In the comments on the suggestions for learning English with a narrative context, some of them suggested that the teachers reproduce narrative stories so that they could increase the vocabulary that the students got. There are also those who suggest including examples of text with pictures so as to increase students 'interest in learning them (considered to be more engaging in students' memories so that students not only understand the contents of the story, but also they can recognize the characters). There are also those who argue that students should be given local (not foreign) narrative stories by relating the history of Indonesian culture, because there are many things that have not been explored considering that the story is full of moral messages and national character.

3.2 Product Design

Narrative text is a text that can provide moral value to its readers [1]. Narrative texts can be in the form of fairy tales, legends, folk tales, fables, myths, and so on. We encounter many of these stories, both local and foreign sources in books or websites (blogs). Unfortunately, local folklore is less popular than foreign narrative stories in our learning materials. Local narrative texts should be studied by students as a cultural heritage. The moral values contained in these local stories are no less interesting than stories from abroad. By looking at suggestions from previously distributed questionnaires, the research team with a considerable amount of time selected and collected local stories from various sources. As a result, more than 75 folk tales have been sorted to be developed in Android-based English learning media.

It is known that in the era of the industrial revolution 4.0, technological developments are increasingly unstoppable. The visual level that students have today is greater. They prefer something instant. Unfortunately, they are not necessarily able to find an appropriate and suitable source of reading English. Therefore, the researcher made a simple and accessible design for students to learn. The menu displayed in the application is in the form of a narrative text theory. There are 75 examples of local narrative text in English, some additional stories (along with practice questions, vocabulary and moral values), as well as additional information about the creator. Researchers add images for each story content from various sources. All references are written or listed on the application.

3.3 Developing Learning Media with Android.

After the data was collected and the product design was complete, the researcher collaborated with research members in the Information Technology field to develop a simple and easy Android-based learning application. In the process, it took research members a month to construct the application so that it can actually be used on an Android phone.

3.4 Validation from Experts.

After the application was built, the researcher looked for experts to validate the product before being tested or published. There are two experts who are used as judges in this study.

The first expert comes from the field of languages and the second expert is from the field of information technology. There are several input from the language validator regarding the content. Some of the text were found with typos, some grammar mistakes, and the writing systematics were not neat. Meanwhile, from the IT validator, there were several menus that should be added in several views. The menus included the "homepage" and "back" menus so that users can easily access other menus. The researcher made the revision so that the application was considered valid to be tested.

3.5 Product Trial.

Products were distributed to several Middle School students and teachers. Here are some views of English learning media with local narratives that contain character education. This learning application is based on Android.

Fig. 1. First Page

Fig. 2. Main Menu

Figures 1 and 2 are the start page and main menu. When the application is open, the display that will appear is **Figure 1**. The user will focus on the "play" menu with a moving icon so that the user will not be confused looking for a button to start the application. This application tries to be kept to a minimum and easy to use considering that the current generation prefers something instant. After the user presses the "play" button, he will find four menu options. The four main menu options are theory about narrative, examples of narrative text, practics, and about creators.
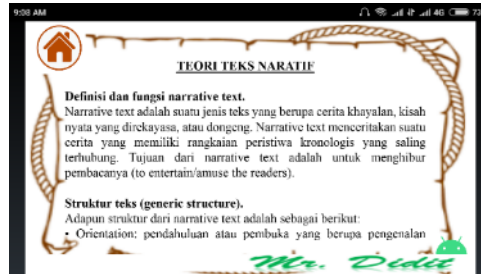
Fig. 3. Narrative Text Theory

Figure 3 presents the narrative theory. On that page, users can find out the definition of narrative theory, the text structure of the narrative text, types of narrative text, and the purpose of the narrative text by scrolling down. That way, users of both educators and students can reread the theory with more concise sentences. Students are able to understand parts of the basic competencies related to the narrative text on the page.
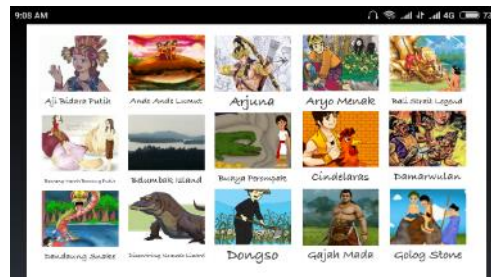

Fig. 4. Local Narrative Collection

After clicking on the "examples of narrative text" menu from the main menu, the page display changes to something like the **Figure 4**. On that page, the story options will be in the form of an image with a caption below it. With a few pictures, participants will capture the imagination and create recreational aspects for users that are considered important in order to reduce stress. The example used is a local, domestic narrative text as a form of cultural preservation. The total number of examples of local narrative presented is 75. Users can view other examples of narrative text by swiping right and left.

Fig. 5. Table of Contents

Fig. 6. Pictures References

There is a table of contents menu in the sample story and reference images from various sources (See **Figure 5** & **6**). The researcher also inserted a researcher cartoon image that seemed to give instructions to the user so they could scroll right, left, up, and down.
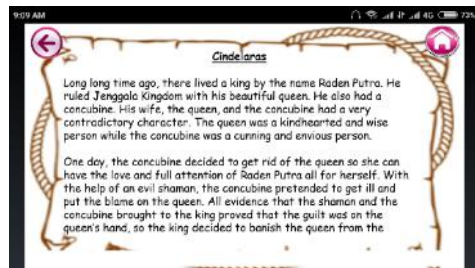

Fig. 7. Example of Narrative Text

If one of the **Figure 4** is selected, the user will be taken to the narrative text story content page like **Figure 7**. All texts are in English so that readers can practice their reading skills. Implicitly, local narrative stories and character values will be embedded in the minds of students if they really understand the text.

Fig. 8. List of Narrative Texts with Exercises, Vocabularies, and Moral Values Part1
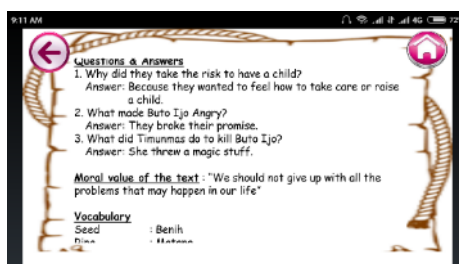
Fig. 9. Narrative Text with Exercises, Vocabulary, and Moral Values Part2

The next menu is local narrative text along with practice questions, vocabulary, and moral values (See **Figure 8** & **9**). Exercise questions are presented along with the answers so that students can learn independently. Some vocabularies are also available from the source language (English) and the target language (Indonesian). Vocabulary is taken from the text which is considered the most difficult one so that students are able to enrich their vocabulary. Moral values are no less important according to the Core Competencies which should be followed regarding the values of attitudes or characters. In just one narrative story, students can get more than one moral value, such as the positive impact of doing good and the negative impact of doing bad

Fig. 10. About Creator

Figure 10 is a page about creator. Application users can easily find out the creator of the application. They can send various criticisms and suggestions by email that are there for the development of research products in the future. On that page, there is also a message from the author for both students and educators.

The results of product testing through questionnaires and interviews showed a positive response (more than 74%). The application is considered minimalist and easy to use by users. In terms of the material itself, the moral values contained in local narrative texts are classified as efforts to strengthen character education. There are many moral values which include vertical (divinity) aspects such as one's faith in God and horizontal aspects (fellow humans, animals, and the environment), for example caring, mutual cooperation, empathy, helping each other, not committing crimes, etc. The content in the application is also considered easy to use, practical, compatible, and has high enough accessibility.

By paying attention to the stages of data collection, this application is adapted to the existing curriculum in which English is more emphasized as a tool to convey ideas and knowledge, not only on language structures. With the literacy movement that needs to be

amplified in the latest curriculum, of course the portion of reading in the realm of learning English must be added. Learners can read over and over again. Accompanied by pictures, students will also capture their own imagination and are judged to be able to last longer in their memory. Students with low level skills in English will eventually get used to it because they are already interested in the content of the reading and the convenience they get. Reading is also one of the four language skills apart from listening, speaking and writing as stated in Basic Competencies. What's interesting here is that a narrative text is a text that can provide moral value to its readers. The five main character strengthening education (PPK focus) such as religiosity, integrity, nationalism, mutual cooperation, and self-reliance have been integrated in this English language learning media, both implied and explicit.

Conclusion

Learning media is needed in accordance with the development of the current industrial revolution era 4.0 in order to maximize the process of learning English for students. These learning media can help teachers in providing supplements or additional material and help students to increase their interest in the topic of English language material as contained in the curriculum. With this Android-based learning media, students who are categorized as weak in English will be helped by the easy accessibility of learning media and interesting image content in the application.

The moral degradation that is feared will occur in most of the nation's generations can be overcome with massive character education in all aspects of learning. The government's mandate in Strengthening Character Education (PPK) which includes religiosity, nationalism, mutual cooperation, integrity, and independence have been integrated in this Android-based learning media, both implied and explicit.

Research with local narrative texts has also been conducted by Laely et al. Based on computers (Laely: 2012) which explains that local texts will be more relevant in the concrete life of local communities. The eroded local culture can be overcome from an early age by instilling local values in learning examples. For example, in the topic of narrative text in learning English, educators should provide a larger portion of local narrative examples compared to narratives from abroad. This is expected to be able to preserve local culture which is full of national character education. The learning media developed by the researcher contains 75 local Indonesian narratives. If It is given correctly, the goals of PPK for students can be formed well without reducing the achievement of learning English itself.

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