



EDUTICON 2021

PROCEEDINGS

ENGLISH EDUCATION INTERNATIONAL CONFERENCE (EDUTICON) 2021

“Learning from the Roots: Linking and Matching EFL Students’ Education with Market Demand”

EDUTICON

English Education International Conference 2021

Jambi - 27 Oktober 2021



**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JAMBI UNIVERSITY**

**PROCEEDING BOOK OF
ENGLISH EDUCATION INTERNATIONAL CONFERENCE (EDUTICON) 2021**
*“Learning from the Roots: Linking and Matching EFL Students’ Education
with Market Demand”*

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FOREWORD

English Education Study Program, Faculty of Teacher Training and Education, University of Jambi, has committed to host a biennial international conference focusing on current issues English language teaching and related field, called EDUTICON. Starting in 2015, English Education International Conference (EDUTICON) has served as a forum that gathers researchers, educators, and enthusiasts in English language education and all related disciplines from all over the world to discuss, share, and disseminate their research, best practices, ideas, and innovations in the fields of English language education and related fields. This year, 2021, the conference has a very riveting theme *“Learning from the Roots: Linking and Matching EFL Students’ Education with Market Demands”*.

This year, the committee welcomes five well-reputed researchers and practitioners in English Education as our keynote speakers: Prof. Marjolijn Verspoor from RMIT Australia, Dr. ImroatusSolikhah from IAIN Surakarta, Ahmad Syofian, Ph.D. from Consulate General of Indonesia in Saudi Arabia, Yusma Yusof, M.A. from the Ministry of Higher Education, Malaysia, and DelitaSartika, Ph.D. from Universitas Jambi.

The proceedings contains more than 14 papers presented in EDUTICON 2021 conducted on October 27, 2021 via Zoom Webinar is presented to the readers as a means of disseminating the results of empirical research as well as literature reviews deliberately conducted by researchers, educators, students and enthusiasts of Language Education with the hope that this effort can contribute to and enhance our understanding of the field.

Finally, we would like to extend our warm gratitude to all individuals and institutions involved in EDUTICON 2021, without whom this conference may not be successful. Hopefully we will meet again in the next EDUTICON. Thank you.

Jambi, October 27th, 2021

Editor in Chief

Tubagus Zam Zam AlArif, S.Pd., M.Pd

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**THE KERNEL OF “DigTechno_ASAP”
FOR LINKING AND MATCHING EFL STUDENTS' MATERIALS
WITH MARKET DEMANDS**

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Abstract

The development of a folklore culture in Indonesia is an investment in the character education of students. This requires adequate teaching materials that fulfill community demands in the form of digital technology 4.0 and character education 5.0, which is expressed in a variety of learning activities (tasks and activities). A digital technology prototype named ASAP, a learning syntax comprising of Adventure, Story in Activities, and Perkily, was developed through the Research and Development procedure. *Adventure*¹ stage contains the development of narrative texts; *Story*² contains kinds of legends; *Actitivies*³ aims to create a unique paragraph that incorporates three elements in each paragraph: a description of the story's content, a description of the story's setting, and character education. *Perkily*⁴ is a computer game that deals with task and activity arrangements. This product's strength is that it has the potential to stimulate students' critical thinking and creativity.

Keywords: *creativity, critical thinking, DigTechno_ASAP, narrative texts*

INTRODUCTION

Stories in the digital era 4.0 include a wide range of fantasy human series that motivate students to grow as people and broaden their views. Indonesian folktales are an essential aspect of the country's cultural diversity. Popular stories, such as fairytales and legends, are written in a lovely way to help children "provide an overall picture of the various phases of this experience" (Warner, M, 2018) and to "tell time, place, or person as if the event happened based on the story" (Hardyman, 2013) to help them maximize their strengths to live and respect peacefully (Nyoman et al, 2018). Students can utilize legends to test their linguistic talents while learning about the values, history, and culture of their civilization (Ragan, 2009).

Appropriate teaching materials that satisfy community demands in the form of digital technology 4.0 and character education 5.0, which are expressed in a variety of learning activities (tasks and activities). A complicated or problematic story with an odd chronological

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order of events to conclude to solve the problem is referred to as a narrative text. Orientation, intricacy, resolution, and re-orientation are some of the generic structures found in the narrative text (Mislaini, 2015). Students require creative tasks and activities in unique techniques based on their requirements while generating tales materials, particularly narrative texts, that may be utilized to assist language learning (Tomlinson, 2011; Tiasari, 2019). Through 167 legends from the Special Region of Yogyakarta and Central Java, students can develop their character (Rochmiyati, 2020).

The development of a person's character can help in the creation of national character. Because character education is a deliberate and proactive effort by schools, districts, and states to instill in their students' important ethical values such as caring, fairness, responsibility, honesty, and respect for self and others, it creates an integrated character culture that helps and challenges students and adults to strive for good quality (Rizka Nur, 2018). Pancasila is the nation's social and cultural guideline, hence cultural and character education aims to instill Pancasila principles in children through the brain, heart, and physical education (Haryati, 2017).

Reading and writing are two language skills that provide clear information to the reader to generate fascinating narrative texts. The skills of the suitability of content (appropriate for the goals of learning, interesting, enjoyable, and challenging), exploitability (facilitates the achievement of certain language, content goals), and readability (Nuttal, 2005) can be found in the atmosphere of critical thinking and living creatively (lexical and structural). As a principle of contextual learning, it is useful to make students aware of the texts they are studying, which may contain information, culture, and moral values. Students acquire critical thinking abilities through conversation, which helps them create the character by improving interpersonal skills (Mentari Antika et al, 2017). Game-based learning is more than just making games for students to play that may help students understand concepts and work toward a common objective (H.A.,S., 2015). It has a crucial function to create interactive learning activities (Rochmiyati, 2020). As a result, the researchers developed the "DigTechno_ASAP" digital technology prototype to assist teachers in developing interesting narrative texts and to trigger students' creativity in learning narrative texts.

METHOD(S)

A digital material as media called "DigTechno_ASAP" was developed using a Research & Development procedure (Borg & Gall, 2003). The research involved ninth students from junior high schools in the Special Region of Yogyakarta and Central Java, Indonesia. By changing and selecting particular steps to be used in the research, the researchers streamlined the R&D model.

The researchers gathered data during this part of the investigation by observing, documenting, and questioning ninth graders. In this research, two types of instruments were used. Needs analysis interviews and expert judgment questionnaires are examples of this. Data were calculated using a Likert Scale as a measuring tool to examine the data from the expert judgment questionnaire to explore each of the four components. The data was then evaluated by determining the percentage of each option in the question. The data were evaluated by the researcher to determine the students' needs. The researchers developed "DigTechno_ASAP" while still in the development stage. Finally, the researchers changed the product that had previously been evaluated by experts.

RESULTS AND DISCUSSION

Students’ Needs

During this round of research, the researchers gathered information by observing, interviewing, and documenting the ninth graders. The data were evaluated by the researchers to determine the needs of the students. The following are the outcomes of the observation: English learning media in ninth graders still used basic media such as PowerPoint, the teacher solely used WhatsApp to engage and communicate with students, and teachers continued to give substandard tasks and assignments.

The ninth graders were interviewed, and the results revealed that there are still a few ninth graders who are less motivated to learn English as a necessity rather than a school requirement. Students are eager to learn English, but many of them struggle to comprehend even basic English vocabulary. In ninth grade, students learned how to write narrative texts. Students are enthusiastic about studying English, particularly narrative literature, utilizing digital technology, or "DigTechno," since they believe it will be more enjoyable than

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traditional methods.

This section of the documentation was created to learn about the needs of students who were using "DigTechno_ASAP" to create English teaching materials. The research revealed that the school's curriculum in the teaching and learning process, particularly for English, is the 2013 curriculum. In teaching Narrative texts, the teacher used Basic Competencies 3.7 and 4.7. Videos from YouTube and learning materials from English textbooks are employed by the teacher in the narrative text materials during the learning process.

The need analysis revealed that, in terms of target need, students' goals in learning English are to be able to write narrative texts; however, students also stated that writing skill is difficult to grasp because sometimes the material explanation is not conveyed properly, and the media used to teach is not the appropriate media. The students need appropriate media, such as "Digtechno," as well as material that is simple to comprehend. Students prefer materials that have explanations and pictures that are engaging, and the wording should be medium and easy to make it more obvious and understandable. Students want to work in groups, and they also want to use the internet to learn more about the topic, such as by viewing videos on YouTube or movies. Based on society 5.0, students like to organize their sentences into paragraphs, and they are permitted to utilize the internet as a learning resource in addition to books. Students prefer that the teacher establish a positive environment in which students can participate in the learning process and be motivated to complete a task based on the revolution era 4.0 and society 5.0.

Developing “DigTechno_ASAP”

Researchers conducted an investigation stage in the development stage, which resulted in a need analysis based on observations, interviews, and documentation in junior high schools. The researchers then developed instructional materials for narrative texts using digital characters to meet market expectations. The research product development process is as follows: The research product is called "DigTechno ASAP," and it is appropriate to the needs of the students. Create a course grid with core competencies, indicators, unit titles, learning materials, and learning activities, as well as time allocation and sources. Narrative texts are the types of texts that have been generated. The researcher employs the "ASAP" layout in the learning activities scenario.

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This product includes a variety of learning exercises that are categorized as contextual, communicative, enjoyable, and innovative. A learning syntax consisting of:

The development of narrative texts takes place in the *Adventure*¹ stage. The definition, generic structure, and language focus of narrative texts are all explained in this stage. In this game, students are urged to better comprehend the generic structure part, which includes orientation, complication, and resolution, so that they may easily produce narrative texts using proper templates.

Legends can be found on the *Story*² stage. In this research, 167 legends from the Special Region of Yogyakarta and Central Java were developed. *The Undying Love of a Selfless Prince*, a story from the Gunungkidul regency, is one of them.

*Activities*³ stage aims to write a unique paragraph that incorporates three elements in each paragraph: a description of the story's content, a description of the story's setting, and character education. The following is a one-paragraph example of story development:

In the substance of the narrative, which narrates the beginning of the meeting of two lovers, *a description of the story's content* may be seen in the orientation part below. The photos and sentence illustrations used to convey the mood in the story describe *the story's setting*. Finally, *character education* is reflected in the italicized statement it all began with their desire to know one another, which has the meaning of curiosity and can be observed in the drawn characters who are curious. It can cultivate the character of inquiry in students in this paragraph.

	<p>(Orientation)</p> <p>A long time ago, at the south shore of Gunung Kidul, there was a territory dispute between two villages during the Majapahit Empire. Wates and Gunung Kidul were these villages. These settlements had a plentiful supply, which became the source of contention. However, there was a couple involved in a passionate passion behind that fierce territorial battle between both towns, and <u>it all began with their desire to know one other.</u></p>
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A description of the narrative's content is seen in part one of the complication paragraphs in this story below, which relates to the princess hunting for her lover. The photos and sentence illustrations used to convey the mood in the story describe *the story's setting*. Finally, the

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italicized sentence reflects *character education*. The princess had gone to the beach the day before, which has an intrinsic significance and is reflected in the individuals depicted, who are self-assured and eager in their search for their sweetheart. In this paragraph, it is possible to cultivate an autonomous character in students so that they do not readily give up when confronted with contemporary challenges.



(Complication_2)

The princess had gone to the seaside the morning before. She couldn't wait to meet her lover. Her face lit up with delight as she imagined herself with the love of her life. In her heart, the princess muttered, "I wish to meet him and drown in love with him." A gentle breeze kept the princess company while she waited for her prince, but eventually, sleepiness overtook her and she fell asleep.

In the content of the narrative, which describes the origin of the name Indrayanti beach, the resolution, paragraph, and *a description of the story's content* may be seen. The photos and sentence illustrations used to convey the mood in the story describe *the story's setting*. Finally, *character education* may be seen in the underlined sentence to pay their respects to the poor lovers and as a reminder of what had occurred to them, which has the meaning of respect, as well as in the drawn characters who are willing to sacrifice for their loved ones. It is possible to expand the character of respect in this paragraph, resulting in a high level of solidarity.



(Resolution)

Days became weeks, and weeks became months. And the princess never appeared in front of the prince. Finally, the prince perished on the beach alone, waiting for his lover. The villagers quickly discovered his body and discovered the tragic love story that had befallen these poor lovers. To pay their respects to the poor lovers and as a memory of what had happened to them, the beach was renamed Indrayanti. Prince Indra and Princess Yanti's names were combined to form the name Indrayanti.

Perkily⁴stage contains tasks and activities that are organized into digital games. It also provided digital games centered on the needs of the students, allowing them to artistically explore their ideas for producing legends. Students can easily write legends using the offered writing template and its save and edit style.

Experts provided many adjustments to the researchers. It can be concluded, based on

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the answers of the experts' questionnaire, that various elements need to be evaluated namely the graphic should be eye-catching and adding illustration in the story. This is the final product:



According to the findings, the tasks and activities in the "DigTechno_ASAP" prototype (four parts: Adventure, Story in Activities, and Perkily) were appropriate for basic competence and students' needs. Teachers can develop legends based on the *activities*³ stage to add narrative texts materials and the students can learn narrative texts using this product enjoyable.

CONCLUSION

The "DigTechno_ASAP" for ninth graders is developed to help students learn to read and write legends. In this sense, legends resources must be transferred to a more innovative digital paradigm, not only for preservation but also for instructional purposes. This product's strength is that it has the potential to stimulate students' critical thinking and creative living. Learning from the Roots Up: Linking and Matching EFL Students' Education with Market Demand is the title of this research. This research represents Learning from the Roots: Linking and Matching EFL Students' Education with Market Demand.

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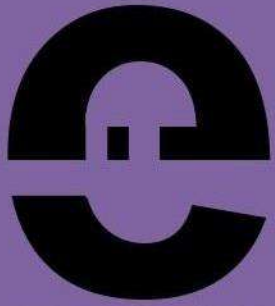
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