DEVELOPING WEST KALIMANTAN FOLKLORE VIDEOS FOR NARRATIVE TEXT MATERIAL

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Abstract
This research aims to enhance the teaching and learning of narrative texts for tenth-grade students by designing West Kalimantan Folklore Videos (WKFV) as supplementary learning materials. The study adopts a development research approach, utilizing the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) procedure to design the materials. The research consists of three phases: analyzing, designing, and developing. In the analyzing phase, an English teacher from MAN 2 Pontianak was interviewed, and a questionnaire was distributed to X IPS 3 students. The WKFV was developed using various software tools such as Canva, Vimeo, WordPress, Google Drive, and Google Forms. An internal evaluation was conducted in the development phase to assess the usability of the WKFV. The results of the internal evaluation demonstrated that the WKFV met all the required criteria. In conclusion, the WKFV proves to be a practical and effective tool for supporting the teaching and learning of narrative texts.

Key words: Development Research, West Kalimantan Folklore Videos, Narrative Text

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INTRODUCTION
A learning resource plays a crucial role in facilitating effective learning experiences. Traditionally, textbooks have been the primary and often sole learning resource utilized in educational settings. While textbooks provide a structured framework for learning, they may sometimes present limitations in terms of their focus and coverage of different aspects of language. This can result in an imbalance where certain language skills or components receive excessive attention, while others may be overlooked or not adequately emphasized.
In many schools, especially in the Indonesian context where English is taught as a foreign language, textbooks are the predominant learning resource available to teachers and students. Due to the prevalent reliance on textbooks, teachers often adopt a compliant attitude towards their use, as they are regarded as the primary reference for the teaching and learning process. However, this reliance on a single resource may hinder the exploration of diverse materials and alternative approaches that can enhance language learning outcomes. In light of these considerations, it becomes imperative to develop a wider range of learning resources that complement and supplement textbooks. By diversifying the available resources, educators can provide students with a more comprehensive and engaging learning experience. These additional resources can include multimedia materials, interactive online platforms, authentic materials, videos, and other supplementary materials that cater to various learning styles and preferences.

The development of a well-rounded learning resource goes beyond the traditional textbook approach, offering teachers and students opportunities to explore different language skills, cultural aspects, and real-world contexts. By incorporating a variety of resources, educators can create a more dynamic and interactive learning environment that fosters students’ motivation, engagement, and critical thinking skills. The development of learning resources encourages teachers to adopt a more creative and adaptable teaching approach. It empowers educators to utilize a range of materials that suit their students’ needs, interests, and proficiency levels. Additionally, by incorporating authentic materials and multimedia resources, teachers can bridge the gap between the classroom and real-life situations, enabling students to develop practical language skills and cultural understanding.

In the present era of the 21st century, technology has become an integral part of our daily lives. It is not merely a tool, but rather an essential component that is comparable to clothing. Technology has become ubiquitous and can be carried everywhere, often referred to as gadgets or wearable devices. Its presence is inseparable from people, including within the field of education. In fact, technology has become a prominent feature in 21st-century teaching methods. The current generation of students no longer primarily relies on written texts; they are now considered a multimedia generation. This generation exhibits a preference for visual images, auditory experiences, and even videos, rather than traditional reading materials. Hence, incorporating videos into language learning resources has become imperative.

Students in the 21st century are easily disengaged from traditional lecture-based classrooms due to their upbringing in a rapidly evolving digital world (Boholano, 2017). The concepts and characteristics of 21st-century education, which have been extensively explored and studied by experts, pose significant demands and challenges for educators in the learning process (Rizza et al., 2019). Therefore, it is crucial for educators to embrace technology in the learning environment to align with the learning preferences of 21st-century students. By utilizing technology, educators can cater to the diverse learning styles and needs of students in this digital era.
Video can be one of the alternatives to textbooks. According to Wang, (2014), video materials have sound effects, vivid scenes, and dialogues between characters backed up by visual aids. They can provide teachers with more options in classroom activities. With this, the class can avoid the boredom and monotony of traditional English teaching materials. This will also improve the efficiency of language learning tremendously. Woottipong (2014) also states that video can be more motivating than other forms of material because it can be entertaining. Music and visual elements in the video can give an enjoyable experience for the learners.

According to Curriculum 2013, the students should be able to use the English language in comprehending various kinds of texts to achieve the purpose of learning the English language. One of the texts which students have to learn is narrative text. The teacher should have the right material and technique to teach the students about this kind of text.

Students need to learn the narrative text. It is a mandatory lesson to be taught and learned because of the curriculum. A narrative text is a type of text that tells a story. A narrative text provides enjoyment to the readers. Variation in the delivery of the narrative text is great. Not all students love to read. By creating the video materials as an alternative supporting resource the students then can imagine, not only just read. The video will also help them in improving their listening skill. The video will also help them engage in the story because the story in the video is familiar.

In learning it is also important to consider familiarity. Familiarity is useful for learning English because if they are familiar with the materials they do not have high anxiety in learning (Cheng et al., 2010). Students usually become more interested in studying things they know, or at least, they have the background knowledge. Students are also usually interested to hear or studying the folklore that comes from the place they are living in. The researcher will develop materials that consist of folklore videos. The folklores come from several cities and regencies of West Kalimantan province.

There are some reasons why designing materials about West Kalimantan folklore is considered necessary as a supporting learning resource for narrative text. Firstly, the material will consist of videos in which the videos will also show the text. Second, folklore is a great example of narrative text. Folklore is useful for learners to cultivate cultural awareness and provide a useful basis for developing the four skills (Lwin, 2015). Folklore delivers a holistic approach to foreign language teaching and learning (Nhung, 2016). Through folklore, learners acquire more than just language knowledge and usage. Folklore will also help to build students’ good character which is the curriculum objective. They also have chances to hear and use language in meaningful, engaging ways.

There are three previous kinds of research on video materials and folklore in English teaching. In the previous research conducted by Almurashi (2016), he found that video materials example as YouTube videos could make the students understand their English lessons and advance their knowledge. Another research conducted by Wang and Chen (2019) found that learning English from YouTube was considered to be more flexible, more engaging, and more interactive than formal learning in the classroom. The last previous
research was conducted by (Nurfadhilah et al., 2017), to design a comic from folklore. The result was the product was classified as Very Good with a score of 93%. They designed a comic that can be used to support teaching and learning narrative text.

Video materials as a supporting-supplementary resource in learning can provide attractive and interesting materials for the students so hopefully, they will involve active in learning and not feel bored during the class. The video materials product can also be used for students to study narrative text independently. The ultimate point that makes this research different from similar research findings is the focus of this research is on developing a video material product based on West Kalimantan folklore while the previous researchers were focused on analyzing the use of video materials or developing a comic. The video materials product is also hoped to attract students’ attention and promote the value of local culture. Therefore, the researcher is interested in research to develop a video materials product.

To conduct this research, the researcher will apply ADDIE procedures developed by Branch (2009). ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. The researcher will apply only three stages of the ADDIE Approach. They are analyzing, designing, and developing.

RESEARCH METHOD

Research Design

The researcher used a research procedure developed by Branch (2009) called the ADDIE approach. ADDIE approach to instructional design consists of five phases namely analyzing, designing, developing, implementing, and evaluating. Due to time constraints, only the first three ADDIE steps-analyzing, designing, and developing-were utilized by the researcher.

When developing the product of supplementary materials analysis was the first step. It was a phase of identifying the probable causes of the learning process performance disparity. The researcher interviewed the teacher during this phase and surveyed the pupils online using a Google Form. Unstructured interviews were conducted by the researcher. It was carried out to learn more about the requirements, circumstances, issues, and expectations of the teacher concerning the video materials product.

Also in this phase, the researcher analyzed the book used by the teacher and students, which was “Bahasa Inggris Kelas X oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia”. After that, to enrich data for this research the researcher interviewed the English teacher of MAN 2 Pontianak. The information that has been gathered was about the current teaching and learning issue, the teacher’s opinion on students’ reading skills, the process of teaching reading, and the availability of teaching materials in teaching and learning. To get more valid information, the researcher also asked the students through an online questionnaire. There was a total of 18 questions. The questions tried to identify students’ needs, problems, and opinions regarding the development of the supplementary material.

In the designing phase, the results from the analyzing phase served as the guideline for the development of the video materials product. In completing the product, the researcher used
the theory by Richards & Rodgers (2014). When designing materials there are several things to take into account. The first is the objectives. The second is the types of learning tasks and teaching activities. The third, fourth, and fifth are respectively the role of the learners, the role of the teachers, and the role of instructional material. The consideration in the designing phase was the core competencies. In the designing process, the researcher developed the materials by selecting and adapting the materials from reliable books and reliable sources. At this stage, the criteria developed by the researcher comprise the requirements of suitable materials needed to conduct an internal evaluation while the project is being developed.

The developing phase was the final step used in this research. The researcher created a product of reading and listening material by using five tools. They were WordPress, Vimeo, Google Drive, Google Form, and Canva. Branch (2009) claims, “The purpose of the develop phase is to generate and validate selected learning resources”. Thus, the researcher integrated some multimedia such as images and sounds into the video product to engage the students in learning the narrative material. The researcher validated the product by having an internal evaluation.

RESULTS AND DISCUSSION

The researcher conducted a need survey to gain insights and gather relevant information about the teaching and learning activities of tenth-grade students in relation to narrative text. This survey involved an interview with the teacher and a questionnaire. The findings from the interview are discussed below.

During the pandemic and the transition to online learning, the teacher was unable to directly interact with the students. As a result, she believed that further evaluation or clarification was necessary to assess the students' average to good performance, as indicated by their Computer-Based Test (CBT) results. Despite the positive outcomes, the teacher recognized the need for a more comprehensive understanding of the students' abilities.

During the interview, one student expressed dissatisfaction with a specific West Kalimantan folklore called "Batu Balah Batu Betangkop" from Sambas. The student believed that this particular folklore depicted uneducated behavior and presented a negative example by highlighting sulking. This feedback shed light on the students' perceptions and highlighted the importance of selecting appropriate and culturally sensitive materials for narrative text instruction. In the teaching process, the teacher utilized twelve videos sourced from YouTube; however, none of these videos featured folklores from West Kalimantan. This indicated a lack of local representation in the learning materials used, potentially hindering students' engagement and connection to the content. Furthermore, while the students demonstrated a satisfactory vocabulary level, the teacher felt the need for further evaluation, particularly regarding the accuracy and proficiency of their vocabulary usage, as indicated by the CBT results.

To address these challenges, the implementation of West Kalimantan Folklore Videos (WKFV) was proposed as a means to enhance students' motivation and enthusiasm for learning narrative texts. The WKFV was expected to ignite students' interest and foster a
positive learning spirit, ultimately facilitating a more engaging and effective learning experience.

The table below provides the data from the students' questionnaire.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your motivation for learning English?</td>
<td>It is for working in the future</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>How is your English ability?</td>
<td>BI Intermediate</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>What is your difficulty in studying English at school, especially for the input skills of listening and reading?</td>
<td>I lack vocabulary</td>
<td>18</td>
<td>51.4</td>
</tr>
<tr>
<td>4</td>
<td>What is your difficulty in studying narrative text?</td>
<td>I lack vocabulary</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>What is your opinion of West Kalimantan Folklores?</td>
<td>I am interested to learn</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>6</td>
<td>Are you satisfied with your English textbook?</td>
<td>Satisfied</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>7</td>
<td>How often do you read West Kalimantan folklore?</td>
<td>Seldom</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>8</td>
<td>I usually find myself feeling bored while reading narrative text in the textbook</td>
<td>Agree</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>9</td>
<td>I usually find myself feeling bored while watching folklore or legend videos</td>
<td>Disagree</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>10</td>
<td>To study the narrative text, I need the materials in video form.</td>
<td>Agree</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>11</td>
<td>The narrative text materials that are usually used in school need to be improved.</td>
<td>Agree</td>
<td>17</td>
<td>48.6</td>
</tr>
<tr>
<td>12</td>
<td>The legend/folklore/narrative videos provided by my teacher are too fast, using difficult and not simple language/vocabulary.</td>
<td>Agree</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>13</td>
<td>I need to study the narrative text through video because it is more interesting, easier to understand, and helpful.</td>
<td>Strongly agree</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>14</td>
<td>West Kalimantan Folklore contains good moral values or messages useful for developing my characters.</td>
<td>Agree</td>
<td>19</td>
<td>54.3</td>
</tr>
</tbody>
</table>
agree, 3 means agree, 2 means disagree, and 1 means strongly disagree.

15 I do hope there will be a YT channel or video materials on West Kalimantan Folklores to support me learn the narrative text. 4 means strongly agree, 3 means agree, 2 means disagree, and 1 means strongly disagree. Agree 22 62.9

16 I do hope the West Kalimantan Folklore videos are supported by simple language/vocabulary and slow or not too fast audio. 4 means strongly agree, 3 means agree, 2 means disagree, and 1 means strongly disagree. Strongly agree 16 45.7

17 How do you study the narrative text/English while at home? Using phone only 18 51.4

The survey results indicate that a significant portion of respondents (37%) are motivated to learn English for future employment opportunities. This is in line with what Sinap, Susilawati, and Rosnija (2021) found in their investigation. They found an awareness of the importance of English in the professional realm and reflects the aspiration to improve one’s career prospects. Such motivation can serve as a driving force for learners to dedicate themselves to language learning and strive for proficiency. Furthermore, the survey data highlights that a lack of vocabulary is a common challenge faced by learners, particularly in the areas of listening and reading. More than half of the respondents (51.4%) expressed this difficulty, emphasizing the need for focused vocabulary development strategies. Incorporating vocabulary-building activities, such as word associations, contextual usage, and extensive reading, can help learners expand their lexical repertoire and enhance their comprehension skills.

The survey also revealed that a considerable number of respondents (40%) identified a lack of vocabulary as their primary difficulty in studying narrative texts. This highlights the need for vocabulary enrichment initiatives within the curriculum, specifically targeting narrative texts. Teachers can incorporate pre-reading activities, provide glossaries, and encourage learners to use online resources to enhance their understanding of unfamiliar words in the context of the narratives.

A notable percentage of respondents (37.1%) expressed their interest in learning about West Kalimantan Folklores. Integrating culturally significant materials as emphasized by Dewi, Wilany, Sidabutar, and Ria (2022), such as folklores and legends, into the English language curriculum can foster a sense of pride in local heritage while simultaneously facilitating language learning. Creating engaging and interactive lessons that incorporate West Kalimantan Folklores can captivate learners’ attention and make the learning experience more enjoyable.

Additionally, 48.6% of respondents agreed or strongly agreed that narrative text materials used in schools need improvement. This presents an opportunity for curriculum designers and educators to evaluate and revise existing materials, ensuring that they align with learners’ interests, promote active engagement, and facilitate meaningful learning.
experiences. Incorporating diverse genres, modern narratives, and authentic materials can spark learners' curiosity and encourage critical thinking.

The survey data also revealed that 42.9% of respondents agreed or strongly agreed that legend/folklore/narrative videos provided by teachers were too fast-paced and employed complex language and vocabulary. This feedback emphasizes the importance of selecting appropriate videos that match learners' proficiency levels and ensuring that the language used is accessible and comprehensible. Teachers should scaffold learners' comprehension by providing pre-viewing and post-viewing activities, such as vocabulary exercises, comprehension questions, and discussions, to enhance their understanding.

This product was developed by the researcher to address the narrative text needs of students of year 10 in the teaching and learning process. The final result of WKFV had to complete the requirements in the analyzing phase. The WKFV, as a supplementary material could be used flexibly in the learning process depending on the needs of teachers and students. The researcher started developing the product utilizing the software chosen from the earlier phases. The name of the product is “West Kalimantan Folklore Videos (WKFV).” The software used by the researcher in this phase was Canva, Vimeo, WordPress, Google Drive, and Google Form.

The researcher used Canva to create the videos. The first step was making a Canva account. The second step was starting to work on it. The third step was making the videos. When creating the videos the researcher gathered and collected the original folklore, pictures/graphics, and background music from various sources.

The researcher then developed a page to put the videos. The first step was making an account and deciding the URL address and website's name. The second step was choosing an appropriate theme to be applied to the website. The third step was making the posts aka the pages. The fourth step was designing and filling the pages with appropriate text. The website consists of 4 pages. The name of the website was West Kalimantan Folklore Videos (WKFV). The URL of the website was
https://westkalimantanfolklorevideos.wordpress.com/. The pages were homepage, materials and exercises page, credit page, teaching, and user’s guides page.

The researcher named the product “WKFV”. WKFV is an acronym for West Kalimantan Folklore Videos. It is a website that contains materials and exercises on narrative text. WKFV is developed to help the teacher and students get a richer source of narrative text in an alternative form which is video. The researcher used Canva, Vimeo, WordPress, Google Drive, and Google Form to create the product. There are 14 videos in total accompanied by 1 exercise. The product could be used as supplementary materials for students.

The way to access the videos is through 2 steps. The first step is typing the web address which is https://westkalimantanfolklorevideos.wordpress.com. The second step is clicking the “CLICK HERE TO SEE ALL THE COMPLETE MATERIALS”. If the videos don’t appear, they still could be accessed through google drive by typing this address bit.ly/wkfV2022. To access the product more easily, the researcher provided qr code below to be scanned.

There are 14 videos. The video structure is opening, body and closing. In the opening of the video, the user can understand what the video is going to be about. In the opening, the researcher put the region and the title of the folklore. In the body of the video, the researcher put the folklore with the narrative text structure which consists of orientation, complication and resolution. In the closing of the video, the researcher put credit to the supervisors, examiners and the source of the video elements such as original story in Bahasa, picture, and back sound.

To make sure that the video product is usable the researcher carried out an internal evaluation. The researcher decided to do an internal evaluation because of the limitation of the research and the research objective itself. The internal evaluation phase was conducted during the development of the product. By utilizing the criteria that had been designed before the researcher got insights into the usability of the product.

The way the internal evaluation was being carried out was by asking an English lecturer who majored in TESOL. It is intended to avoid bias and get feedback so the researcher could get much input to revise the product.

Table 2. The Result of Internal Evaluation of WKFV (West Kalimantan Folklore Videos)

<table>
<thead>
<tr>
<th>No.</th>
<th>Instrument</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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| 1 | Learning material perspective by Brian Tomlinson. | The video materials provide feedback. | V |
|   |                                                | The video materials allow learners to learn at their own pace. | V |
|   |                                                | The video materials expose the learners to language in authentic use. | V |
| 2 | Video learning material perspective by Matthew Fyfield, Michael Henderson, and Michael Phillips | The audio in the video materials clear have no distracting hissing or interference. | V |
|   |                                                | The videos length’ are optimal (Videos designed for secondary school students should not run longer than five minutes, and tertiary students six minutes. Longer videos should be edited or split.) | V |
|   |                                                | Narrations in the video recorded in a human voice rather than synthesized, machine voice. | V |
| 3 | CLT Approach perspective by Jack C. Richards and Theodore S. Rodgers | The video materials induce communication that comprises the integration of different language skills. | V |
|   |                                                | The video materials help or facilitate the learners to be involved with authentic and meaningful communication. | V |
|   |                                                | The video materials help the learners to develop communicative competence. | V |
| 4 | Usability                                     | The video materials support and relate to the 2013 curriculum. | V |
|   |                                                | The buttons are working. | V |
|   |                                                | There is a user’s guide. | V |
|   |                                                | The product focuses on narrative text. | V |
|   |                                                | The text used in the product is visible. | V |

Additional comments/suggestions:

These materials are really interesting bonus points that it can activate students background knowledge and help learner to comprehend it easier. Hopefully it can be accessed offline.

Based on the internal evaluation result, the lecturer said that the product fits the needs. She also gave feedback that the product can activate students’ background knowledge. This product she suggested could help the learners. She suggested this product could be accessed without the internet. It is possible if the students to download the video in advance.

**CONCLUSION AND SUGGESTION**

The finding of the research showed that the West Kalimantan Folklore Videos (WKFV) is applicable to be used as supplementary learning materials to support teaching and learning narrative text. The WKFV product is a product that focused on learning narrative text with the support of the exercise. The WKFV product was designed by taking into account the need of teachers and students. The WKFV product can be accessed online through a website (https://westkalimantanfolklorevideos.wordpress.com). There are 14 videos in the WKFV.

Finally, it is suggested that the WKFV product could be supporting the teacher and students in learning the narrative text. The WKFV product could be used to make students more familiar with their culture. More research should be done in evaluating, developing, and improving the learning resource for the students.
REFERENCES


