APPROVAL
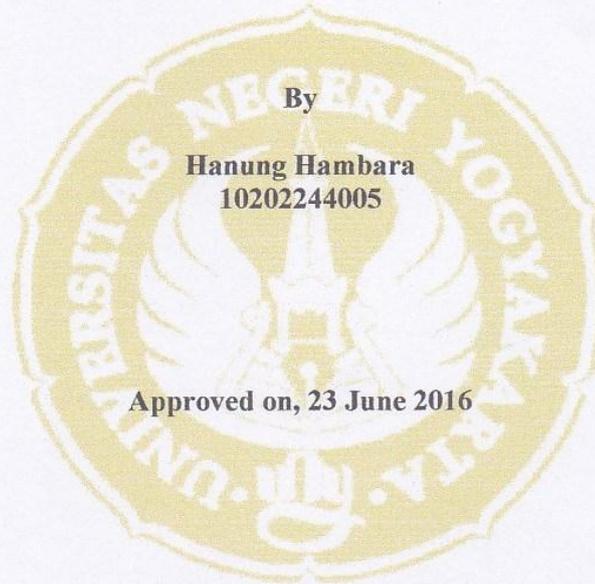**DEVELOPING DIGITAL LEARNING MEDIA BASED ON *RAMAYANA* MOVIE TO IMPROVE THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL'S SKILLS OF READING NARRATIVE TEXT**

An E-Journal

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Developing Digital Learning Media Based on R*amayana* Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text
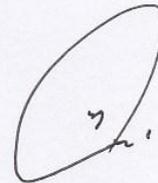
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Abstract

The objectives of this study were: 1) to describe the target needs of grade eight students of junior high school in learning reading; 2) to describe the learning needs of grade eight students of junior high school, and 3) to design the appropriate culture-based media for the grade eight students of junior high school to learn reading skills. This research was a Research and Development (R&D) study, starting from analyzing needs until developing the final draft.The study proved that the students studied English to get grades to continue to the next school level.The students learning needs is the digital learning media which offers a Javanese version of *Ramayana* movie to introduce local culture to the users. The media developed in the study was in the form of digital learning media for eight graders of junior high school and a teacher's guide book compiled in a CD.

Keywords: digital learning media, Ramayana, reading, narrative texts

PENGEMBANGAN MEDIA PEMBELAJARAN DIGITAL BERBASIS RAMAYANA MOVIE UNTUK MENINGKATKAN KETERAMPILAN SISWA KELAS DELAPAN SMPDALAM MEMBACA TEKS NARATIF TEXT

Abstrak

Tujuan dari penelitian ini adalah: 1) untuk mendeskripsikan kebutuhan siswa kelas delapan SMP dalam pembelajaran membaca; 2) untuk mendeskripsikan kebutuhan belajar siswa kelas delapan SMP, dan 3) merancang media berbasis budaya yang sesuai bagi siswa kelas delapan SMP untuk belajar keterampilan membaca. Penelitian ini merupakan penelitian Research and Development (R & D), dimulai dari menganalisis kebutuhan siswa sampai mengembangkan media pembelajaran. Analisa kebutuhan siswa menyimpulkan bahwa siswa belajar bahasa Inggris untuk mendapatkan nilai agar dapat melanjutkan ke tingkat sekolah berikutnya. Kebutuhan siswa tentang media pembelajaran digital yang berisi film Ramayana versi Jawa untuk memperkenalkan budaya lokal ke siswa. Media yang dikembangkan dalam penelitian ini berbentuk media digital untuk kelas delapan kelas sekolah menengah pertama dan buku panduan guru yang disatukan di dalam CD.

Kata Kunci*: media pembelajaran digital, Ramayana, teks naratif*

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Introduction

The materials of teaching and learning of English in junior high schools contain less local culture. Most materials taught in junior high schools come from the text books that do not necessarily contain the local culture that is suitable as a teaching material.

Besides the materials contain very little local culture, teaching English in a monotonous way also becomes a barrier for students in understanding English. For example, teachers often become the center of learning in class, yet the students do not participate much in the class. The teaching and learning of English in junior high schools focus on text books. Furthermore, it is the teacher who becomes the center of learning, not the students.

In this study, the digital learning media would be developed for junior high school students to improve their reading skills. The media was in the form of Ramayana story, transformed into a teaching and learning material. By using Ramayana story as the learning medium, this research will also introduce and preserve the ancient culture of Java through puppet story.

Research Method
This study was designed to develop a digital learning media based on *Ramayana* movie to improve the reading skills of narrative texts for eight graders of junior high schools. Therefore, it was categorized into Research and Development (R & D). The needs analysis was conducted on June 16, 2015 to the students of VIII class, SMP 1 Lendah. Then, the media was developed for 2 years, starting right after the needs analysis was done.

In this research, the population was the students of SMP N 1 Lendah grade VIII B and each class consisted of 32 students participating in the field study.

The research procedure followed the R & D cycle steps proposed by Jolly and Bolitho (1998). The first step was identification of needs analysis. The result of the need analysis was used as a guideline in Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text. The next stage was planning, where the need analysis and the curriculum were employed as the basis for selecting the topic. Then, this study continued with the production of materials, namely selecting and/or developing materials and the delivery methods. The next step was an evaluation to assess whether the developed materials was appropriate for the students or not. In this step, the expert judgment was conducted by consulting the developed materials to the experts. Finally, the last stage was revision, in which materials were revised to be structurally acceptable reading narrative text materials.

The data collection technique used in the study used questionnaires, and an observation guide. Therefore, the data of the study were in the form of result scores from the questionnaires, percentages, and field notes.

In this study, the data collection technique was employed in three steps. They were needs analysis step, arrangement of multiple choice questions, and evaluation of the first draft step. In the first step, the observation guide was used to observe the teaching and learning activities. It was aimed to observe the English teaching and learning process and the students' behavior toward the English lesson. The data of the observation were in the form of field notes.

The data and information obtained were used to improve the program and to indentify the feasibility of the program for the learning process.The quantitative data were also obtained from the result of questionnaires from the content expert, the media expert, the English teacher and the students while qualitative data were obtained from suggestions and comments from the content expert, the media expert, the English teacher and the students.

Findings and Discussions

A. Research Findings
1. Describing Needs Analysis
a. Instrument of needs analysis

The instruments were questionnaire consisting of 25 questions to figure out who the learners are and to get information about the learners' background knowledge, attitude towards English, learning styles, needs and expectation from learning English.

b. Target needs
From the needs of students, most students felt the need to learn English was just because it was a subject in school and they needed to get good grades to be able to continue to the next school level. From the students' wants, the percentage shows that most the students revealed that their reason of learning to read English texts was to be able to read the English text and understand the meaning of texts. With the understanding, the digital learning media which was created was enriched with content or material that made students able to learn reading comprehension.

c. Learning need
1) Input
a) Word Length in the Story
   Most of students felt comfortable to learn reading from the text that was about 200-250 words in length.
b) Content
   Mostly students wanted to learn reading from a story presented through the movie they were watching. The majority of students chose learning with the movie to support their English learning.
c) Characters in Material Content
   The students wanted the narrative texts presented through digital learning media were about imaginative figures.
d) Font Sizes, Types, and Colors
   Font size of 15 to 17 was used as a title at the beginning of units or became a theme chapter. The font size of 12 to 15 was considered in writing the story content, task and other student activities in the material. Meanwhile, the font size of 15 was used for writing the title of the story and the sub-chapters. Then, most students selected Comic San MS to be used as the default font in the digital learning media. As for the colour of display font to be used, the students chose to use different font colors for showing different information.
e) Ilustration in the Material
   Illustrations in the story were very necessary to be presented. In the digital learning media that was made, there was always a picture or illustration as complementary and also as accessories in each slide bar.
f) Backsound in the Material
   For backsounding the material, many students required backsound as digital learning media of learning. In addition, the most students argued that sometimes the addition of backsound was required in the medium.
g) Background of the Digital Learning Media
Most students chose to use the same color and illustration for each page.
h) Navigation Tools

Half of the students wanted the navigation system to have clear symbols (such as the Next and Previous buttons). The placement of the buttons must be in a strategic location, making it easier for students.

i) Learning procedure

The majority of students wanted to watch a film /movie and then answered the questions according to the film /movie they watched.

2) Setting

Many students chose to work individually for doing the task. Hence, the tasks were designed to be done in individully, and in pairs.

3) Learner's Role

The majority of students who chose questions and activities that encouraged them to be more aware of and interested in the subjects of English. This digital learning media tried to accommodate them by making the display and a few minor questions aiming to attract the attention of students. While for the presence of answer key as an alternative, the most of students said it was important but it must be placed at the end of the materials or activity.

4) Teacher's Role

Many students revealed that teachers had to give an example to work on activities in the digital learning media. From the data obtained above, the media was completed with a guide book that provided explanations and examples of activities for teachers to be able to explain the activity.

5) Movie Structures

The movie had been developed with a duration of 3-4 minutes, using the number of characters in accordance with the original story of *Ramayana*. In addition, the movie was presented in English language which was easy to understand and simple. The digital learning media would use subtitles with different colors for easily distinguishing each character from their dialogue.

2. Course Grid

Course grid was written as the guidline to developing learning media for eight grade students of SMPN 1 Lendah. It contained the target needs and learning needs. The course grid also was designed by referring to the School-Based Curriculum *(KTSP)* and the result of needs analysis. It consisted of core and basic competences, unit numbers, indicators of achievement, input texts, grammar and vocabulary, and learning tasks.

3. Digital Media Development

The following is the detailed information of the first draft of the digital learning media.

a. Digital Learning Media Layout

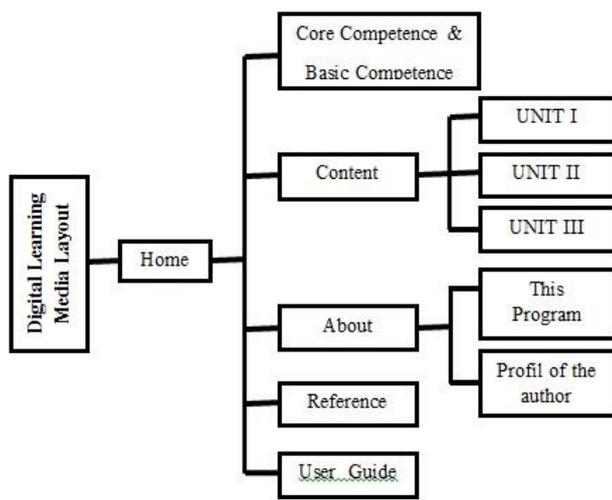Figure 1 presents a brief design of the layout of digital learning media.

Figure 1.**Digital Learning Media Layout**

b. **The Unit Design**

As the course grid had been designed, the next step was to develop the materials. Figure 2 presents a brief design of each unit of the materials.
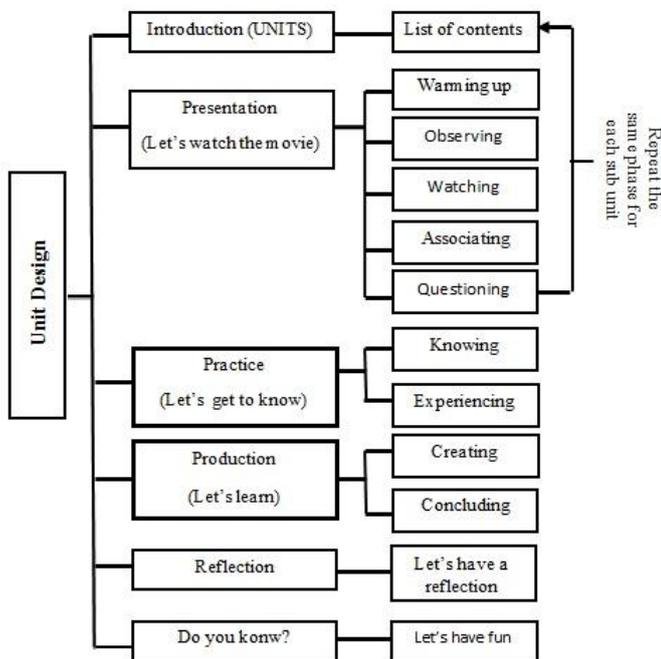

Figure 2. **Unit Design**

the materials was divided into three sub unis; A unit hadsix main parts, namely Introduction, *Let's Watch the Movie*, *Let's Get to Know,Let's Learn, Reflection,* and *Do You Know.* The introduction part consisted of introducing topic of the unit to the students, activating their schema, and preparing them for the main lesson.

4. The Expert Judgment

As the first draft of the materials had been developed, the materials were then evaluatedby distributing expert judgment questionnaires to an expert. In general, the expert suggested that the first draft of the material needed to be revised in terms of language by revising several grammatical errors, types, punctuation, font formatting, and sentence directions.Then, as the needed revision had been made, the material was considered the final draft.

Conclusions

1. The target needs of grade eight students of junior high school in learning reading

The results of the needs analysis revealed that the students perceived English merely as a subject taught in school. In terms of the students' necessities, they studied English to get grades to be able to continue to the next school level. Morover, in the lack students found it difficult in reading comprehension. In terms of wants, the students wanted to study English using a movie that could increase their understanding. To accommodate the students' wants, the digital learning media was made in accordance with what reading by watching the movie.

2. The learning needs of grade eight students of junior high school in learning reading

The analysis focused on finding out what learners do in order to learn English with five components, namely; input, setting, learner's roles, teacher's role and movie structure. Related to the input, the students preferred the learning media with texts no longer than 200-250 words, supported with imaginative characters. Moreover,for the media, the students chose the font of Comic Sans MS, and with illustrations and images in almost every slide. In terms of setting, the students wanted the activities to be done individually. In terms of learner's and teacher's roles, the students were willing to participate; however, they also expected their teacher to give examples of activities to do in the digital learning media. Lastly, in regards to the structure of the movie as the main content in the digital learning media, the students wanted the movie to be developed with a duration of 5-10 minutes with a simple language and easy to understand.

3. The appropriate culture-based media as the learning media for the grade eight students of junior high schoolto improve reading skill

Referring to the results of the needs analysis and materials evaluation, the appropriate culture-based mediafor reading comprehension of grade eight students was in the form of digital learning media equipped with teacher's guide book compiled in a CD.

In terms of appropriateness, the digital learning media has been suited to cultural context as the main theme of this study. The digital learning media offers a Javanese version of *Ramayana* movie to introduce the users, in this case the eighth grade students, to their culture. The digital learning media has got feedback from the expert judgment and given some suggestions. The suggestions are mostly about paying attention to types, considering the position of menus and buttons, and improving some writing formats, but without changing the whole layout or design. Overall, the media has been appropriate to apply to the eight grade students.

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