



PROCEEDINGS

Promoting Autonomy in Language Learning

THE 9th NELTAL CONFERENCE

September 16th, 2017

Organized by the Department of English, Faculty of Letters
Universitas Negeri Malang

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**THE 9th NATIONAL ENGLISH LANGUAGE TEACHERS
AND LECTURERS (NELTAL) CONFERENCE
on “PROMOTING AUTONOMY IN LANGUAGE
LEARNING”**

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THE 9th NELTAL CONFERENCE NATIONAL ENGLISH LANGUAGE TEACHERS AND LECTURERS

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Universitas Negeri Malang**

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FOREWORD

Dear Presenters and Participants,

It is my pleasure to welcome you to the 9th National English Language Teachers and Lecturers (NELTAL) Conference hosted by the Department of English, Faculty of Letters, Universitas Negeri Malang. This year's conference takes on the theme "Promoting Autonomy in Language Learning" due to the urgent need for language learners to develop learning autonomy and for teachers to be able to facilitate this.

The 9th NELTAL attempts to provide an academic forum where both presenters and participants can upgrade and refine their knowledge and skills as well as disseminate their insights and thoughts and share their best practices relevant to conference theme. It addresses key issues such as extensive listening and learning autonomy, extensive reading and learning autonomy, extensive viewing and learning autonomy, developing oral communication skills through out of class activities, creative writing and learning autonomy, explicit and implicit teaching of language components, linguistics creativity and learning autonomy, learning autonomy and literary appreciation, curriculum syllabus and learning autonomy, developing materials for autonomous learning, teaching strategies to improve learners' autonomy, teachers' talk to promote students' learning autonomy, extracurricular activities to promote autonomous learning, Self-Access Center/Language laboratory and learning autonomy, assessing students' learning autonomy, perceptions of learning autonomy, effects of learning autonomy on language proficiency, students' learning preferences, the use of social media to promote learning autonomy, and developing multimodal literacy.

This year's volume of proceedings consists of 32 papers written by English teachers from secondary schools and higher educational institutions. All the papers reflect the issues pertaining to the conference theme "Promoting Autonomy in Language Learning". A team of editors have worked on editing the papers in terms of the language and mechanics.

We hope that this volume of proceedings will contribute to the body of knowledge on the development of language learning autonomy and can breed productive teachers and lecturers who will continuously write and present their academic work in various kinds of conferences and publications.

Malang, September 16, 2017

Nunung Suryati, M.Ed., Ph.D.
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DEVELOPING LOCAL CULTURE BASED DIGITAL COMICS: A WAY TO PROMOTE LEARNING AUTONOMY

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Abstract: Digital environment offers teachers and students a plethora of information and resources for learning. Nowadays, students who are mostly digital natives are accustomed to utilizing technology in their daily life. This condition requires teachers to be technology leaders. They are responsible for providing a good learning environment where students are involved in their own learning and that best suits them in a particular context. This study is aimed at developing local culture-based digital comics for narrative reading comprehension by integrating local wisdom of Banyuwangi in English language teaching. This study follows the Research and Development design adapting the pattern developed by Borg and Gall. Based on the need analysis administered to 35 students in Year 8 of SMPN 1 Kalipuro, Banyuwangi, the local culture-based digital comics were developed. Two digital comics were developed: the legend of Banyuwangi and the dance competition. The products were validated by experts. The results of the study showed that the local culture based digital comics were effective and relevant to be used in learning narrative reading comprehension.

Keywords: *Culture, Digital Comics, Learning Autonomy, R & D*

INTRODUCTION

The use of materials and media in English language teaching takes significant roles. Instructional materials are the main component in English language teaching (Richard, 2001). They provide the basis for the content of the lesson, the balance of skills taught, and the kinds of language practice. Cahyono and Megawati (2013) explain that instructional materials deal with what the teachers teach while media is a tool the teachers use to teach. Instructional materials are like ingredients which are served for cooking whereas media is like the utensils used to transform the ingredients into ready served meals. Because of those reasons, the teachers need to use instructional materials as the primary teaching resources and use media to deliver the instructional materials effectively. Besides, for the learners, instructional materials are the major source to achieve the objectives of instructional process. And, the most important thing is that instructional materials are one of the factors used to foster the learners' learning autonomy.

The learning autonomy refers to the learners' ability to be responsible for their own learning (Holec, 1981 cited in Ivanovska, 2015). Being autonomous means that the learners are able to cope with these things i.e. "working independently, collaborative learning, problem solving, using resources, decision making, and setting and determining learning goals" (Nguyen et.al, 2011). In short, the learners independently selecting the materials to learn are called autonomous learners. However, this ability is strongly influenced by the learning environment where the learners learn. Nguyen et.al (2011) further explained that the learning environment will shape the learners' learning style. The learning style they have will determine how productive the autonomous learning works. For example, the learning environment with the availability of good materials will lead the learners to independently use them for their own learning. Thus, the teachers are responsible to provide a good learning environment where the students are involved in their own learning and that best suits them in a particular context.

There are three types of contexts, namely, linguistic context, situational context, and cultural context (Song, 2010). When communicating, people have to consider these contexts. Linguistic context is relationship among words, phrases, and sentences that creates meaning. It involves syntagmatic and morphological interpretation of the text elements. Situational context is a knowledge owned by language users about everything that is related with environment, place, time seen when the language is used. Cultural context is the knowledge of culture, customs, and historical background of society where the language is used. From this definition, it can be concluded that contexts are very important since they help language users to interpret meanings.

The three contexts above show that a culture cannot be separated from those who learn or use language for communication. As cited in Clandfield (2008), Spradley defines culture into three groups: cultural artefacts, cultural knowledge, and cultural behaviour. Cultural artefacts are things that are made and used by people. Cultural knowledge is everything that becomes people's knowledge, and cultural behaviour is people's behaviour and activities. On the other hand, Sharifian as cited in Xu (2013) defines culture as event schemas, role schemas, image schemas, proposition schemas and emotion schemas. Event schemas are related with an experience of a certain event. For example, a learner who is involved in *Tumpeng Sewu* event in Banyuwangi will have event schema about *Tumpeng Sewu* celebration. Role schemas are knowledge about rule and norms in a society which is implemented in the form of knowledge about how to behave based on where he is from. Image schemas are symbols which are visualized and become a representative of social experience and physical condition. Proposition schemas are abstractions which play a role as a model of thought and behaviour while emotion schemas are a complex combination between feeling and experience about certain events and situations. In short, the cultural knowledge plays significant role in the success of learning the language. In the end of learning process, learners who have mastered a certain language will not use a language as a means of communication, but they will use it to expand new cultural knowledge.

Considering the interrelated relation between language and culture and the need of providing a good learning environment for building the learning autonomy, it is necessary to use English instructional materials with local culture contents. According to Genc and Bada (2005) in the era of tolerance on the difference of ideology, religion, and culture, language learners have to know not only the foreign culture but also their own culture. By having a good understanding on their own culture, the language learners will be able to decide whether a new culture can be adopted, adapted, or rejected. From a different point of view, Royani (2012) explained that the use of authentic materials in English language teaching causes difficulties and confusion among learners because of different environment and context between materials and the language learners. That is why in the development of English language teaching, it is needed to insert the value of Indonesian local culture. This is important in order to preserve nation cultural identity and to motivate language learners in learning English.

However, the need of providing a good learning environment in English language teaching was not supported by the availability of English materials containing Indonesian local culture. Also, the use of media as a tool to deliver the materials to the learners still becomes an issue. Indonesian local culture found in English textbooks was limited on local folklore such as *Malin Kundang* from West Sumatra, Legend of Danau Toba from North Sumatra, and *Tangkuban Perahu* from West Java (Prasetyo, 2016). However, it seems ironic since Indonesia has a lot of local folklore in every region. For example, in Banyuwangi region, English materials should have contained the local folklore of Banyuwangi such as *Legend of Banyuwangi*, *Tumpeng Sewu*, *Barong*, *Kebo – Keboan*, etc. Another issue in the teaching of English is that the activity designed to deliver local culture is limited on story telling. The teachers and learners usually tell about the story of Cinderella and Snow White. The use of high-tech media like digital comics has not been found yet. The teachers and learners usually use ready-used comics of which the content may not suit to the learners' culture identity. In this digital era, the learners have involved in the global access. They are used to using computers, smartphones, and various internet features for daily need. This condition expects teachers to be a step ahead in using technology. The teaching and learning activity should not use monotone and limited activities in the classroom, but it should integrate computer and internet as a source and media for learning. In short, the materials and media used must facilitate the learning activity to happen wherever and whenever.

Based on this condition and needs, the researchers aimed at developing instructional material and media in the form of local culture based digital comics for the Eighth-year students of SMP Negeri 1 Kalipuro, Banyuwangi. Digital comics are combination between narrative texts and digital contents. Abdel-Hack and Helwa (2014) explain that digital comics have some benefits such as a clear and colorful visualization, sound effects, and transition effect that enable readers comprehend the story. Further, Ravelo (2013) explained that pictures in comics are designed to be interrelated and to support each other so that readers can read the texts through the pictures. The use of texts in comics is part of narrative stories. The texts are written in the conversation balloon. Sometimes, the writer substitutes the texts with simple pictures to simplify the message (Steimberg, 1977 cited in Ravelo, 2013). For example, the writer uses a bulb picture to represent a brilliant idea. The combination between pictures and texts makes reading comics interesting and stimulates readers not to stop reading.

Therefore, this study aims to develop local culture based digital comics for the Eighth-year students of SMP Negeri 1 Kalipuro, Banyuwangi. The result of the study is to contribute useful English instructional materials and media for learning English, especially for reading narrative texts. Also, by developing the local culture based digital comics, learners can improve their reading achievement, develop their electronic literacy, love their culture, and finally become autonomous learners.

METHOD

This research aims to develop local culture based digital comics as learning materials for the Eighth-year students of Junior high school in Indonesian context. The researcher adapted Research and Development design proposed by Borg and Gall (1983) in which the stages include: conducting need analysis, developing preliminary form of products, employing preliminary field testing, doing product revision, having main field testing, conducting main product revision, and producing the final product. The data were taken using document analysis, interview, and questionnaire. The result gained from the need analysis was used as the underpinning idea of developing local culture based digital comics. Then, the draft of digital comics was consulted to the material and media expert from Malang State University and the English teacher of SMPN 1 Kalipuro for validation. It was done in order to measure the quality of digital comics as the instructional media. The evaluation covers five aspects, i.e. instruction, the appropriateness of content, language, graphic, and presentation. Try out was also conducted to measure the quality of the draft from the students' point of view. Here, the students were asked to read comics and were engaged in the discussion. After that, they were asked to complete questionnaires to measure five aspects of digital comics i.e. function, appropriateness of content, language use, attractiveness, and the difficulty level of material. After the expert validation and try out were done, the data were analyzed by using descriptive statistical analysis and the revision of the product was done based on the feedbacks. At last, the final product was ready to be disseminated and used.

FINDINGS AND DISCUSSION

The findings and interpretation were mainly concerned with the development of local culture based digital comics. The following was some items to be discussed.

Based on the result of need analysis, the researcher identified a gap between the real condition of English language teaching in class VIII C of SMP Negeri 1 Kalipuro and the basic competences to be achieved. The implementation of narrative texts in the teaching and learning activity did not fit the standard competence and basic competences of reading skill. The narrative reading materials with the sense of a local culture were not found. In addition, the reading materials were not related to the students' close environment whereas it is clearly stated from the school-based curriculum to the revised edition of 2013 curriculum (K-13) that the teaching of English in Indonesia should be related with the students' closest environment so that they can use English in a meaningful communication. Further, the lack of interesting media for reading narrative texts makes students have difficulties in comprehending narrative texts. In short, the results of need analysis reveal that narrative texts need to be taught by incorporating local culture content and a suitable interesting media in the form of digital comics.

Developing digital comics with local culture insertion into narrative reading materials were due to the need of providing students the materials which suit to their prior knowledge. This is important since the students' exposure on a certain topic will result in their understanding on related reading materials (Mishan, 2005). The products developed were in the form of local culture based digital comics by focusing on narrative texts entitled; *The Dance Competition* and *The Legend of Banyuwangi*. The digital comics were developed by using Comic Creator software and were in the form of PDF files. The comics can be read in laptops, computers or smartphones. The local culture contents of Banyuwangi were inserted in every title of digital comics. The first story told about the need of preserving Gandrung dance as the traditional dance of Banyuwangi while the second story told about the story of Sritanjung and Sidapeksa.

From the result of the product validation, the first experts' judgement indicate that the average score of the judgement given by the material and media expert was 3.91 for the story entitled *The Dance Competition* and 3.88 for the story entitled *The Legend of Banyuwangi*. It meant that the quality of local culture based digital comics were enough in five aspects measured, namely, instruction, appropriateness of content, language, graphic, and presentation. The aspects of instruction and presentation were eligible. It meant that these two aspects were suitable with the target. On the other hand, the appropriateness of content, language and graphic were fairly eligible. It meant that these three aspects were good but there were several items need to be revised. Besides answering the questionnaire, the expert gave some

comments and suggestions. He suggested that some pictures used in the comic entitled “The Dance Competition” were not appropriate culturally. The pictures of buildings, fence, and students’ faces were not suitable with the local culture of Banyuwangi. Also, the colour and model of uniform worn by the students need revising. Further, the expert suggested adding one more character wearing Islamic uniform in the story. It was to represent the students in Banyuwangi who mostly wear a hair-dress. In the draft of comic entitled “The Legend of Banyuwangi”, the expert suggested to revise the picture of fence and animals. The picture selection of animals should consider the geographical condition of Banyuwangi. On the other hand, from the English teacher judgement, the result of questionnaire showed that the average score of the judgement was eligible. The score of the comic entitled “The Dance Competition” was 4.37 and the comic entitled “The Legend of Banyuwangi” was 4.09. The language aspect was very eligible followed by the aspect of content with eligible criteria. The aspects of instruction, graphic, and presentation were fairly eligible. It meant these criteria were good, but there were some items to revise. Further, the English teacher suggested revising the font size in both comics and some grammatical errors.

The first try out was administered to five selected students of class VIII C. In the try out, the researcher taught the digital comics to the students. During the process of reading, the researcher asked questions related to the content of comics to the students. The discussion was done to measure whether the students understood the content of comics or not. At the end of try out, the researcher distributed the questionnaire to the students. Based on the analysis, it was found that the average score of students’ questionnaires was 0.78. The score was in the interval between 0.60 to less than 0.80. It meant that the digital comics were eligible.

The first revision of the product was done on the basis of the data obtained from the expert validation and try out. From the experts, the revision comprised of grammatical, mechanic, and graphics. Besides, the instruction on how to read comics was added at the first part of comics. After revising the draft of digital comics, the researcher submitted the draft to the experts for the second validation. Based on the results of questionnaires given to the material and media expert, it was found that the average score of the comic entitled “The Dance Competition” and “The Legend of Banyuwangi” was 5. It meant that the quality of local culture based digital comics were very eligible in five aspects measured, namely, instruction, appropriateness of content, language, graphic, and presentation. Similarly, the result of questionnaire given to the English teacher showed that the local culture based digital comics were very eligible to be used as learning materials in narrative text reading comprehension activities. The average score of the comic entitled “The Dance Competition” was 4.97 and of the comic entitled “The Legend of Banyuwangi” was 5.

The second try out was conducted to all students of class VIII C. There were 28 students participating in the try out. Here, the researcher asked the students to read comics and discussed the content of comics. All students were enthusiastic to read the comics and able to answer the questions in the discussion. At the end of try out, the students gave their response to the questionnaire given. The results showed that the average score was 0.7. It meant that the aspects of function, appropriateness of content, language use, attractiveness, and the difficulty level of material were eligible.

The research findings were in line with the results of previous research on developing digital comics for instruction in Indonesian language conducted by Izza (2013) and Kustianingsari and Dewi (2016). The results showed that developing digital comics on instructions Indonesian language was eligible to be used as instructional media. The use of digital comics can improve the students’ achievement.

CONCLUSIONS AND SUGGESTIONS

The final product of this research and development is the local culture based digital comics comprising of two titles, namely, “The Dance Competition” and “The Legend of Banyuwangi”. The results of data analysis gained from the experts’ validation indicated that the local culture based digital comics were very eligible. The results gained from the students’ try out also showed that these digital comics were eligible. Hence, it can be concluded that the local culture based digital comics are applicable for the students in terms of instructional function, appropriateness of content, language use, attractiveness, and the difficulty level of material.

In relation with the conclusions abovementioned, the English teacher and the Eighth-year students of Junior high school are suggested to use local culture based digital comics in the teaching and learning narrative text reading comprehension. Since the product was developed in limited number of

titles, that is, there were only two titles of comics with Banyuwangi local culture content, it is suggested to develop digital comics by inserting other local culture of Banyuwangi.

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