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Local Wisdom-Based Folklor Digital Storytelling through Metacognitive Strategy

Noor Faridha[1a] *
Agrothecnologi, Agriculture Universitas Moch Sreodji Jember[1]
noor@umsj.ac.id [1]

Abstract: This study seeks to examine the impact of metacognitive strategies on improving students' English as a Foreign Language (EFL) skills in fictional writing. A quasi-experimental approach employing only one group with pre-test and post-tests was utilized to achieve the goal. A total of 30 students from the English Department participated in the research. The findings indicate that employing metacognitive strategies has been demonstrated to be effective in enhancing students' proficiency in writing folklore based on Indonesian stories from the past. Additional empirical investigation is advised to ascertain the impact of the metacognitive method on students' proficiency in a different style of literary composition.

Keywords: blended learning, digital storytelling, local wisdom

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INTRODUCTION

In today's era of globalization, every learner must have English language skills in order to be able to engage effectively in various practical activities that are beneficial for their personal and social development, both now and in the future, by utilizing English as a medium of communication (Ishaka & Putra, 2023) Therefore, learners need to acquire English language skills as an important means to improve their academic, social, personal, and verbal abilities (Akther, 2022) To foster the practice of using English in practical situations, learning experiences must be based on real-life scenarios. This implies that all elements of education must be directly connected to the practical use of English. Language, utilizing teaching materials that come from various sources, including oral and written texts that are commonly used in the social context of learners and society. Therefore, during the learning process, all English instructors need to utilize English as a medium of instruction, especially for tasks that include communication ((McDrury and & Janice, 2015); (Brown, 2018)). Daily English learning is essential for students to integrate language skills into their daily lives, as emphasized by ((Sri & Endang, 2022); (Zamzami & Fakhri, 2021); (Rajathurai & Nishanthi, 2020); and (Lid & King, 2018)) Therefore, children develop familiarity with listening, speaking, reading, and writing skills. various expressions that are relevant for carrying out English language learning in the classroom or in the campus environment.

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There are four abilities necessary for first-year language learners to succeed. Writing is one of the abilities. According to (Sheth, 2016a) writing allows one to express themselves while also producing something. Writing various types of texts helps pupils in high school hone their writing abilities. A narrative text is among the texts. According to (Ulu, 2019) and (Guerrero Moya et al., 2016), the narrative text is a story-like text in which the tale is presented in a logical manner by incorporating components such the protagonists, setting, timeline, objectives, answers, which are typically of interest to freshmen in both junior and senior high schools. Students' cognitive and affective abilities can be influenced by narrative essay writing activities ((Azizi & Estahbanati, 2017; Keykha et al., 2012);((Mustadi & Irvan, 2021)), results of learning (Lance et al., 2012), originality in addition to bolstering communication abilities (you,yu-ling; Joe, 2001; Sholah, 2019). According to (Azizi & Estahbanati, 2017; Hayes & Flower, 1980; Kim & Yoon, 2014a; Mu, 2005; Zamel, 1983) The exercises in narrative writing include verbal and written expression. while cultivating originality via imaginative play. It is anticipated that these endeavours will lead to concurrent skill development is an option for pupils.

Based on (Abdalla & Adam, 2015)Narrative writing is one of the four basic essay writing skills that EFL students must learn and develop. Teaching literature in general promotes language skills and language use, whereas fiction develops students' imagination as if it can help improve students' ability to write stories, specifically narratives. Using literature in EFL classes is expected to be a useful method for developing various language skills because literature provides students with excellent opportunities to derive meaning from texts. Literature also assists students in expressing their feelings and emotions. Among literary genres, a fictional narrative based on local folklore can be a useful tool for improving EFL learners' narrative writing. Because folklore is more interesting than other genres and the elements it contains are very useful in developing students' writing development.

According to (Sheth, 2016b, p. 43) teaching writing fictional narratives needs more effort from the teacher to encourage students to write using their imaginations and involve their creativity in the writing process. It may support the development of skills in all writing components. Fictional narrative writing is seen as a difficult task for non-native speakers. They need a master of creativity and its mechanism and process such as content, organization, vocabulary, punctuation, and spelling. Several studies have shown that students in EFL contexts tend to use their first language in their EFL writing practice (Kim & Yoon, 2014b). Therefore, many English teachers prefer to use local teaching resources as best practice in teaching English including EFL writing. (Kim & Yoon, 2014a; Varghese et al., 2005) stated that this is usually done because it is easier for students to reflect on their personal meaning in learning English. This has a strong relevance to the development of teaching and learning English in Indonesia which emphasizes the use of local wisdom such as narrative heritage so that the learning process can be easier and more effective. It also shows that students are more motivated in learning English (Handrianto et al., 2021). On the other hand, students still have constraints while writing fictional narratives. For instance, in research (Kim & Yoon, 2014b)found that the think-aloud and interview data were analyzed to examine the students'

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use of L1 during L2 writing. The think-aloud protocols were also coded into their functions to indicate for what purposes each language type was used. Similarly, in this study, the researcher uses folklore-based local wisdom in fictional writing because it is thought that folklore is very close and easy for students to explore in fictional narrative writing.

Acording (Agarwal, 2020; Dziuban et al., 2004; Pardede, 2012; Walsh, 2005)Blended Learning encourages students to progress toward independence. English writing practice does not require direct instruction. It was very effective in motivating shy and low-achieving students to participate and interact in synchronous and asynchronous activities without being criticized. (Tang & Chaw, 2016)This gives students the mechanism and enthusiasm to learn, which positively influences their performance. Students can gain self-confidence and support self-study strategies by completing evaluation and self-evaluation assignments with direct feedback. As a result, the use of Blended Learning in English writing classes can be an effective intervention. Due to various factors, instructors have moderate levels of computer usage and experience. (Alontaga & Milani, 2012; Geta & Olango, 2016; Hassan et al., 2021)Three main factors influence the use of computers in Blended Learning classes. Instructor's personal interest in Internet use, instructor's ability to incorporate Internet resources into class activities, and availability of computer facilities and technical support for instructors. However, the instructors were enthusiastic about using computers in class (Geta & Olango, 2016). In addition to using narrative heritage as an alternative to improve EFL fictional narrative writing skills, the learning process also needs to consider time constraints. (Bower et al., 2015) claimed that the main problem of writing a fictional narrative is not only a lack of practice but the time given for each task completion is very limited so students do not have adequate opportunities to accomplish the task. (Agustina, 2021)Therefore, appropriate learning strategies are needed to be accompanied by modern techniques that offer flexibility in completing tasks.

The narrative genre appears to be one where the imagination appears to be a relevant subject. By definition, the act of reading a fictional or true story of an event or incident in a sequential order is referred to as narrative. (Justice et al., 2010). A narrative is a form of discourse that includes both spoken and written elements. Narrative assignments are a well-known and widely researched activity category among them (Foster & Skehan, 1996, pp. 12–20; Robinson, 1995, pp. 99–140; Skehan & Foster, 1999, pp. 93–120) of the results. Their research results that narrative text is a form of discourse that is produced for composing a story that reacts to a kind of stimulation, for example, a comic strip or a short film, which seems perfect to express imagination. In creative writing classes, many lecturers face problems including low motivation, anxiety, lack of effort, lack of interest, procrastination, and other problems that are too common. The most serious problem is that students wait for inspiration or ideas to emerge before writing. According to Westwood, (Westwood, 2008, pp. 64–68) students' writing difficulties, such as grammar, vocabulary, handwriting, pronunciation, composition, and punctuation. On the other hand, the difficulty in writing narrative paragraphs lies in the development of ideas that must be expressed in the form of a story.

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Indonesia has many local traditions and ethics, therefore the development of local cultural values in the community is very important. To preserve tradition and instill national pride, these ideals can be applied to students through the use of metacognitive strategies in the teaching and learning of writing skills. In expressing ideas and knowledge, students need the right strategy to reduce writing errors. Local wisdom can be described as a set of positive cultural values that exist in a particular society. This means that every culture has passed down a noble order or meaning from generation to generation. To find local wisdom in an area, first of all, we must be able to understand the noble values of the culture that exists there. To overcome the lack of local culture, teachers can use narrative text types to promote local culture. The narrative is a piece of text that tells a story to entertain and tell the reader and listener. (Mustadi & Irvan, 2021). According to Masoni, (Licia Masoni, 2018) narrative texts usually present an imaginary tale originating from the author's imagination, a real event embraced by the author, or a combination of the two. Folk stories are stories that have no specific author and are told by many people in society. They range from fictional genres such as fairy tales to jokes, legends, or personal experience tales. Folklore is usually taught as part of the "narrative" sub-theme in English classrooms.

Therefore, this study aims to answer the following research question:
Is there any difference in the ability to write fictional narrative based on local wisdom in the blended learning class after applying the metacognitive strategy?, Are there any significant effects in the students' sub-skills of writing a fictional narrative based on local wisdom in the blended learning class after implementing metacognitive strategies?.

METHODE

How to Do Research

A quasi-experimental research method was used for this study. That the participants' metacognitive approach was used in the writing process was the independent variable in this study. This study's dependent variable was how aware the participants were of metacognitive information in writing. It was checked twice to see how aware the participants were of metacognitive knowledge: once before the local wisdom-based folklore writing method and again after it. Two groups of people were given the local wish-based folklore writing process. In each group, people were given random problems to work on together and three weeks to come up with a digital story that could work. This study aims to determine the effect of applying metacognitive strategies on local wisdom-based EFL folklore narrative writing in the blended learning class. An important issue to be explored was: are there differences in the skills to write folklore narratives based on local wisdom before and after applying metacognitive strategies in blended learning classes? Based on (Creswell, 2020) This research was quasi-experimental with one group pre and post-test design. It was a quasi-experiment in which the desired outcome is measured twice, before and after exposing a non-randomized group of participants to a particular intervention.

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Participants

Forty students, or 5% of the whole community, took part in this study. The amount of samples was thought to be a good representation of the whole population since each sample is the same. The students who are taking part in this study are in their third term at an Indonesian private university. (Jajoo & Malu, 2014) In their Creative Writing class, they learned how to write stories that aren't true. There are 16 meetings, with a pre-test, a treatment test, and a post-test. The goal of the creative writing class is to improve students' writing skills in a certain type of literature: writing fictional stories. A group of people gave this course. Two senior teachers with experience teaching English as a second language and one junior lecturer with experience teaching English as a first language make up this team.

One of the top lecturers who work directly on making materials, lesson plans, and assessment tools is the researcher. At the same time, two members of the teaching team are raters who use the guidelines that the researcher gave them to do an evaluation.

RESULT AND DISCUSSION

This section reveals the results and comprehensively discusses the aim of the research which is to explore the effect of metacognitive strategy through local wisdom-based EFL fictional writing in blended learning classroom To find out the difference between students' abilities before applying the metacognitive method and after applying the metacognitive method, a different test was used. For this reason, the assumption must be met beforehand that both data are normal. The results of testing the normality of the data with Kolmogorov Smirnov show that both data are normal. This is indicated by a sig value greater than 0.05.

Tabel 1: One Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		40	40
Normal Parameters [a.b]	Mean	64.7000	82.6250
	Std. Deviation	6.34560	5.50379
Most Extreme Differences	Absolute	.134	.117
	Positive	.134	.083
	Negative	-119	-117
Test Statistic		.134	.117
Asymp. Sig. (2-tailed)		.070[c]	.180[c]

a. Test Distribution is Normal.
b. Calculated from Data
c. Lilliefors Significance Correction

This research was conducted through experiments with 40 respondents. It is known that the average score of students' writing abilities before applying the metacognitive method was 64.7 while after applying the cognitive method their average ability in writing increased to 82,625. This difference in writing ability scores can be the basis for estimating the influence of the metacognitive method in improving the ability to write EFL fiction based on local wisdom in blended learning class students.

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This research is experimental. The respondents' ability to write fiction before getting to know the metacognitive method was measured. The metacognitive method is a method of After getting to know the cognitive method, the respondents were asked to return to writing EFL fiction based on local wisdom. New capabilities are re-measured.

Table 2. Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.(2-tailed)
Pair 1 PRETEST-POSTTEST	-17.92500	4.64861	.73501	-19.41170	-16.43830	-24.387	39	.000

The scores of the two assessment results before and after applying the metacognitive method, there are different. To further ensure the test is carried out statistically. The test results show a sig value of 0.000. With a significance level of 5%, the test results show that there is a difference between the student's ability to write fiction before applying the metacognitive method and the ability to write fiction after applying the metacognitive method. The average difference in the scores of fiction writing skills for blended learning class students before and after applying the metacognitive method is 17.925. The difference in this value is in the range of 16,438 to 19, 411. The difference in value is very significant and indicates a difference.

Table 3: Paired Samples Correlation

	N	Correction	Sig.
Pair 1 PRETEST & POSTTEST	40	.701	.000

The value of writing ability before and after applying the metacognitive method is quite strongly related, this is evidenced by the sig value of the correlation test between the two assessments. Due to the difference in values that indicate differences in students' writing abilities before and after applying the metacognitive method and the existence of a fairly strong relationship between the values of the two conditions, it can be concluded that there is an effect of applying the metacognitive method to the ability to write fiction based on local wisdom in blended learning class students.

CONCLUSIONS

The results show that the story calendar based on local wisdom is a great tool for teaching students to write better narratives. In general, both the instructor's and students' comments obtain excellent marks, and the validations from media and content experts also get high marks. As a couple, the significance score of the independent sample t-test is 0.000, which

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is less than the threshold of 0.05. Somewhat surprisingly, improvement in students' ability to write narratives following the implementation of the community-based story calendar educational resources. If you want your students to become better storytellers, try using a local wisdom-based story calendar. skills. Using a story calendar based on local wisdom might help students enhance their narratives. result of a number of factors. Media enhances learning by providing a more focused and engaging experience. visuals, narratives grounded in traditional knowledge, and exercises designed to foster literacy growth. Putting knowledge. Picture-and story-based media aid children in developing their language, literacy, and numeracy abilities. talking and listening ((Chong, 2017); (Grolig et al., 2020) (Richard, 2001); (Hertz-Lazarowitz, 2004); (Novianti, 2016)). On top of that, kids can have an appreciation for and understanding of their own culture, narratives, and background information.

In field testing, the local wisdom-based story calendar engages pupils in learning. Colourful picture features in this evolved media are one explanation. (Kaeophanuek et al., 2019) suggests that children's book images enhance the story's message. appealing photo colours. (Connie et al., 2021; G Gunawan, H Sahidu, S Susilawati, 2019) agree that early childhood and elementary school Children choose books based on look. and examples. Visuals like pictures affect learning. Image usage in Learning can excite and engage pupils to understand reading. (Fareed et al., 2016; Fu & Pow, 2011; Hutchinson and Waters, 1987; Rocha Erkaya & Drower, 2012; Serafini et al., 2015). Students Pictures assist readers understand the book's story. Related (Diana, 2021; Ezeani, 2011; Faridha, 2022; Faridha et al., 2023; Kaeophanuek et al., 2019; Littlejohn et al., 2018; Reedy & Parker, 2020; Wachidah & Sari, 2022) can assist pupils improve their narrative essay writing skills. imagine when creating narrative essays. (Bahri et al., 2021; Baylen & D'alba, 2015; Bhuvaneswari & Christopher, 2020; Bourdeau et al., 2017; Hatavara, 2016; Jaelani & Sutari, 2021) suggested that media images can assist students create narratives. essay. Images help pupils define tale elements like themes, principles, places, storylines, and order. Visual pictures also stimulate. creative narrative essay ideas from students (Coyle, 2013). Illustrations have vital to learning, especially writing development. So, it's possible determined that basic textbooks and media must be tailored to demands of students, including pictures and appealing colours to boost imagination narrative writing talents.

In addition to stories and images, the media based on local wisdom also includes exercises that can help students strengthen their literacy abilities, particularly their ability to write narrative essays. Based on regional themes, the Story Calendar media offers six different activities. wisdom. First, the class listens as the teacher reads aloud a story. Ability to listen is connected to children's ability to write (P Nation & Newton, 2008). Students that excel at listening will also be able to comprehension, which in turn influences their capacity to write. Consistent with this view is the finding that the storytelling technique improves students' narrative skills (Albert & Kormos, 2004; Hall-Mills & Apel, 2013)fluency in writing. Second, make a mind map or other visual organizer; third, analyse the story's characters and their traits. The findings from the assessments inform the pupils' mind maps. reminiscing with students about past projects. When students have a solid grasp of the story being read aloud by the lecturer, your pupils will have no trouble creating mind maps. The final mind map will have six questions

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on it. terms that are pertinent to the narrative being followed. (Mahadi et al., 2018; Telaumbanua, 2020) as well as (Dara et al., 2016) An image Students can learn to make connections between the story's aspects with the help of an organizer (Kennedy & Lina, 2020) During the course of the as an exercise, they synthesize the tale from the audiobook into an outline. According to (Sari, 2021) developing an essay outline helps with pupils' abilities to write narrative essays in primary school. The essay outline developed by Collaborating with students, they assist organize stories in a way that makes the plot easy to follow. The next thing to do is writing narratives. Writing is a talent that is part of the language. Being able to write compelling narrative essays, according to (Chong, 2017; Hubackova & Sarca, 2016; Mike, 2015; Savignon, 1991), students should engage in extensive writing practice. Attempts to implement this in this medium were made by facilitating exercises in narrative writing to educate pupils. Gathering student feedback on the following question is the sixth task: if One of the story's characters is... Students learn to imagine in an indirect way through this. The use of one's imagination can aid pupils in developing their abilities in creative writing, as previously stated (D'Arcy Nell, 2017; Raoofi et al., 2014; Sivasubramaniam, 2015; Varghese et al., 2005). writing narratives. Students are encouraged to let their creativity flow freely as they work on creating the narratives they compose.

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