

Technology Use in Fabel Text Teaching Materials and its Use in Secondary Schools

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This study aims to overcome teacher difficulties in combining character education activities with Indonesian language learning. One material that can be used to conduct character education is the text of folklore. Material that is appropriate to the students' cultural background and has local wisdom is fable text material. To increase students' interest in fable text material, learning activities are presented using digital technology. The research method used is research and development. The research conducted is collecting, selecting and analysing fable texts from students' cultural environments that are appropriate to the psychological development of students. Development of teaching materials is done from selected fable texts combined with basic competencies contained in the curriculum and assisted with the use of digital technology. Teaching materials are validated by experts and practitioners before being tested on students. The results of this study are the structure of fable text that is loaded with local wisdom as character education material, the mind map of fable text material in accordance with the curriculum for Indonesian language lessons in junior high schools, and the effectiveness of learning outcomes presented using digital technology.

Keywords: *Character Building, Fable Text Teaching Materials, and Digital Technology.*

Introduction

Teaching materials are printed, digital or visual materials that are used by teachers in learning to encourage students to enjoy learning so that changes in behavior occur as a result of learning. The availability of teaching materials in schools in Indonesia developed in accordance with the 2013 curriculum is still limited, both in terms of quantity and quality. In general, teaching materials are available only in printed form and are developed based on the thoughts of an



author in interpreting the basic competencies contained in the curriculum. In this study the authors present the results of the development of teaching materials that can be presented in writing can also be packaged digitally by utilising technology so that students can learn not only when there is interaction in learning in the classroom, but also that these teaching materials can be downloaded via smart phones. Students can re-explore teaching materials outside the classroom and can work on learning tasks when outside the classroom (Hustarna and Melati, 2019;)

Competencies that students must master in learning Indonesian in junior high through fable text are identifying information, retelling fable text content, examining structure and language, and acting out the contents of fable text stories. This teaching material is extracted from the folklore of an area, so the supply of teaching materials must be adapted to the diverse cultural conditions of the Indonesian people. Nearly every region in Indonesia has animal stories adapted to the cultural development of the area. Therefore, moral messages as a form of local wisdom contained in a fable text vary according to the cultural conditions of the community. Moral messages contained in fable texts are usually preserved through animal stories that are often played as bedtime tales or presented in a text as local wisdom. Preservation of moral values as local wisdom can be done through teaching fable texts to students. This learning is one of the character education set by the Indonesian government through Indonesian subjects, starting from primary to secondary education.

Character education is one of the efforts in instilling the values of national identity, both to school members which includes components of knowledge, skills and attitudes. From these components, understanding, action, awareness and willingness to implement or realise these values in their lives is expected. In carrying out character education in schools, all aspects must be optimised, such as curriculum content, learning processes and assessments, handling or managing subjects, school management, implementation of curricular and extracurricular activities, empowerment of infrastructure facilities, financing, and work ethics of all school or neighbourhood residents (Herawati, 2010). This means that character education can be internalised through curriculum content components in the form of providing learning tools, one of which is teaching material.

Teaching material prepared in education is material or material compiled by the teacher systematically for students to use in learning. Teaching materials can be packaged in printed and non-printed forms and can be visual auditive (Sugiarto, 2010: 1). Teaching materials arranged in textbooks can be in the form of textbooks, modules, handouts, student worksheets or can also be packaged in electronic form by utilising digital technology. But in general, not all teachers can provide teaching materials that can be used in learning. The teachers only use textbooks in their learning so that the available teaching materials are still very limited.

Learning fable text is one of the materials contained in the 2013 curriculum for basic education which is intended to develop basic competencies in Indonesian, both oral and written by exploring the values of local wisdom from fable stories that develop in the community. From this material students are expected to be able to understand fable texts that have been read or heard, then can take the values contained in them to then be practiced in life. In the development of productive skills, students are expected to be able to retell fable texts with the right choice of words and can arrange other texts based on values that can be taken from the story in writing (Kusmana, 2017). Therefore, the success of learning fable texts can be measured by the following indicators (1) can explain the moral messages contained in fable texts; (2) can explain the structure of fable texts; (3) can identify elements of fable text; (4) can recount verbally and in writing; and (5) can arrange writing animal stories by carrying out the moral values of an area.

Fable text has a series of structures consisting of: orientation, complications, climax, resolution and koda. Orientation is the beginning or introduction to the story of the fable text that contains an introduction to the story, characters and settings (Harsiati, 2016: 209; Isnatun and Farida, 2013: 3; Hermawati, 2015: 7). In this section the author introduces the story before entering into the problem or event to be told. The author usually presents the problem as an element of complication, in the form of conflicts experienced by the character, both the character's inner conflict and inter-character conflict. Complications are presented by the author as a problem that includes a situation, event, or event that brings the story to the climax. The emergence of conflict or problems in fable stories is usually shown from the attitude of characters, events, differences in views that lead to disputes, or desires that are not in line with expectations. Conflicts born in fable texts are the basis of the formation of moral values that the author wants to convey to the reader.

The climax element in a story is the culmination of a problem experienced by a character as the appeal of a fictional story. At this stage antagonists usually play an important role in the story. The resolution element is part of the fable text which contains the problem solving experienced and felt by the character. Resolution is the stage of conflict resolution. At the completion stage it is usually the good characters who win and this part is the end of a story (Isnatun and Farida, 2013: 3; Harsiati, 2016: 209). In this section a problem starts to subside and there is a way out of a problem. The author describes the events that one by one lead to solving the problems that arise at the stage of complications. At this stage, the author provides an overview of moral values that are refined from the values in the complications stage (Hermawati, 2015: 7).

At the end of the fable text, the author usually conveys koda, which is the closing element of the fable text that contains comments on the entire contents of the story, whether delivered directly by the author or through the characters in the story. This section also contains changes

that occur in characters or lessons that can be learned from fable stories (Harsiati, 2016: 209) even in this section there is a mandate from a fable story (Hermawati, 2015: 7). Thus, in general the code is the result of a settlement process that contains the mandate that the reader can take from the story. From the elements used to compile the fable story, the author can embed moral values that can be picked by the reader. Therefore, in conducting character education to students it can be presented through fable text learning as teaching material with moral values.

The fable text teaching material presented in the textbooks is only a sample of the examples and exercises for students. To sustain this, optimal learning material needs to be prepared and fable text teaching materials vary according to the number of students in the class. However, the fable text must be taken from the local culture of the area where students live so that local wisdom presented through learning does not feel foreign to students (Kusmana and Jaja, 2019). The types of animals, moral values, story settings, characters and dialogues from animal stories presented in learning will feel familiar to the students' environment. The story of an animal figure, but with a human-like character, can be used as a delivery of character values to students. Through these animal stories the teacher educates, provides entertainment, shapes student personality and builds emotional intelligence of students. The cultivation of character values through stories that contain exemplary stories is an effective step so that these values are more accepted by students because the messages in fable stories are implicitly to advise the reader so that the reader can unconsciously reap the moral message in the story. From the fable studied, it is expected that students can choose good behaviour, in accordance with the character of the nation, especially the character of confidence, tolerance and mutual cooperation as per the moral message contained in the 2013 curriculum core competencies.

From the fable text that is used as teaching material, it is expected to foster student personalities that are dignified national characters. The inculcation of these character values is very appropriate for junior high school students because based on their psychological development, at this age they are in the period of searching for identity. By studying fable text, students are expected to be able to reap the values and be able to apply good characteristics and not copy bad characters. Fables as persuasive texts are concerned with changing so that the reader is impressed by the text and so the reader reacts because of the influence of the text. as a persuasive text (Sugihastuti, 2013: 26), because it is intended to influence the reader on the good attitudes and actions played by animals.

Character education aims to improve the quality of educational outcomes in schools that not only lead to the achievement of intellectual intelligence but also lead to the achievement of character building, namely the development of positive character in the daily lives of students. The integration of character education in Indonesian language subjects in schools is expected to be able to increase the role of schools as a place for students' personality formation so that it can restore the function of the school as a place to prepare students who are intellectually and

emotionally intelligent. The fable text teaching material developed is expected to function as a means of inculcating the values of character education in students. Material and presentation of fable texts are adjusted to the needs of students and teachers in learning.

Based on the results of interviews with Indonesian language teachers it is known that the teaching materials available are still considered to place less emphasis on character education, so students are less able to capture the values of local wisdom (Kusmana, 2019) presented in the fable text. Another difficulty is that if the fable text is presented in written form, the speed of students in reading is not the same, whereas if it is presented verbally students are less able to grasp the values presented visually. Therefore, the development of fable text teaching materials using digital technology can present audio-visual stories (Prastowo, 2013: 317; Tanase, 2015: 544; Du Toit, 2014). Students are expected to be helped in watching a story carefully and be able to emulate the noble values contained in the fable text, both captured through visuals and audio. These character values are personality traits that will be able to create strong, mature, reliable and virtuous personalities in advancing the nation and Indonesia in competing at the international level. From the background of the problems above, this study focuses on the development of fable text teaching materials containing local wisdom using digital technology for grade VII students in junior high school. Teaching materials developed are included in teaching materials that are made according to the needs of students and teachers by presenting digital technology.

Literature Review

Character Building

Character education is part of the school environment that helps students in the development of ethics, accountability models and good character participation through universal values (Berkowitz & Bier, 2005). Character is considered as an element of behaviour that emphasises the somatopsychic element possessed by humans. Character is usually seen from a psychological point of view, which is related to the aspects of behaviour, attitudes, ways, and qualities that distinguish one person from another, and able to make someone more extraordinary than others (Rokhman et al., 2014). These character values should be instilled in students, so that they are able to apply it in their lives, whether in family, school, community, or country to be able to make a positive contribution to their environment (Maunah, 2015). Character is a part of a specific human element that includes their ability to face challenges and difficulties (Kemko Kesra 2010). In the Indonesian dictionary, the word “character” is defined as character, mental or moral characteristics that distinguish one person from another, and character. Characters can also mean letters, numbers, spaces, special symbols that can be displayed on a screen with keyboard (Language Center of the Ministry of National Education, 2008).

Character building can be started from family education as the initial stage of a child getting to know his environment to behave in accordance with the values of goodness and norms that should be adhered to (Kamil, 2015). According to the traditional character education supporters, reading stories of virtue is one of the pillars of moral education (Narvaez, 2002). Therefore, great literature can create empathy and shared values, and is able to show the nature of moral and immoral character (Honig, 1987). Character building through character education has 18 scopes that must be understood, namely religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievement, communication, love for peace, love of reading, care for the environment, care for social values and responsibility (Suyadi, 2013). The importance of books and stories of virtue that are able to inspire is caused by there being texts in the story that contain the motivations and aspirations of traditional moral values, and that they can find a portrait of heroes to imitate (Nash, 1997).

Fable Text Teaching Materials

Teaching material is an important thing that must be present when learning is done. With teaching materials, both students and teachers will find it easier to connect and more helped. According to Dick et al. (2009) teaching material is a content that needs to be learned by students in the form of printed papers or else that is facilitated by teachers to achieve certain goals. Opara & Oguzor (2011) argue that teaching material is a visual and audio-visual learning resource that can be used as an alternative channel for communication in the learning process. Teaching material is used as a support in providing examples to students, such as fable text teaching material. A fable text that has the character of heroism, intelligence, courage and other kindness will give students an idea of some of the characters that need or need not be emulated (Budi, 2018). Interactive teaching material developed by Sulandari et al. (2017) refers to four aspects, namely: content, language, systematic of presentation and display aspects. The interactive teaching material produced also has systematics in accordance with the stage of reading (pre-reading, reading and post-reading).

According to Fauzi (2011), fable text can be built by several elements which include: (1) characters, which is the actors in a story that are usually portrayed by humans or animals; (2) character's mind, which is the personality and nature of a character in the story; (3) setting, which is the place and time of the occurrence of a story; and (4) moral message that the author wishes to convey to the reader through the story. Fable characteristics can be viewed from two elements, namely intrinsic and extrinsic elements. Intrinsic element includes plot, characterisation, storytelling style, point of view, setting theme, moral value and language, while extrinsic element includes values and functions (Hana, 2011). Fairy tales are divided into three big groups, namely animal tales (fables), ordinary tales played by humans, and funny (jokes) tales (Mbulu & Suhartono, 2004).

Digital Technology

In the digital or information era nowadays, science and technology are developing rapidly. The impact of this development is the spread of information and knowledge all over the world through the open boundaries of distance, place, space and time. In fact, human life in the digital era will always be related to technology. Technology is essentially a process of getting added value from the products that are produced to be useful (Munir, 2017). Digital learning is a learning system that maximises the use of technology and information in teaching and learning activities, such as the use of laptops, devices, cell phones and other digital products, both hardware and software that are very easy to be obtained at a reasonable price (Sormin et al., 2019). According to Munir (2017), the use of this media depends on the structure of the learning material and the communication type that is needed. Conversational transcripts, examples of information and written documents that are digitally connected or learning through the web that show examples of full text, are typical ways to show the importance of learning material to be documented digitally.

In the development of the virtual world today, the internet has become a very important medium in daily life. Therefore more understanding and agency of the use of the internet is needed because technology is only a mere tool. Due to this, a series of understandings and actions are needed to be done by applying various digital literacies (Koltay, 2011). Digital literacy is not only meant as a process of interaction of children with digital media, but also means the contribution of these interactions to the aspects of child development and growth (Kurnia et al., 2019). The digital learning process that is based on information and communication technology will be effective if the role of the instructor in learning is a learning facilitator, and makes it easier for learners to learn, not only as a provider of information (Munir, 2017).

Research Method

The research method used in this research is research and development (R&D) as developed by Borg and Gall (1983). This study produced valid and effective teaching material products (Sukmadinata, 2012) for use in learning. The research procedures undertaken include the research phase consisting of an analysis of the needs of teaching materials, analysis of competency standards, analysis of fable text stories from seven animal story books, development of teaching materials, validation of teaching materials, and testing of teaching materials. The next stage of development consisted of developing teaching materials, validating and revising character-based teaching materials for sub-materials identifying fable texts. Finally, the evaluation stage of character-based teaching materials was based on limited trials to determine the effectiveness of using character-based teaching materials in learning fable text material.

The subjects of this study are in two categories, namely the subject of the analysis of the availability and condition of seven animal story books circulating in bookstores, and the analysis of the need for the development of fable text teaching materials containing local wisdom as character education by utilising digital technology. From this, the research subject used is a fable text document. Meanwhile, the research subjects when validating the product through assessing the prototype of fable text teaching materials based on local wisdom presented using digital technology were academics and practitioners of Indonesian language education. Furthermore, the research subjects in conducting a prototype trial of teaching materials were students of SMP Negeri 1 Indramayu and SMP Al-Shighor Cirebon.

The instruments in this study were interviews that were used to explore learning problems at school, guidelines for analysis to analyse the values of local wisdom in fables, guidelines for validation of teaching materials to measure the validity of teaching materials and tests used to measure learning success in using prototypes of teaching materials fable text. Data collected from the results of the interviews were analysed to obtain a synthesis of learning, while the fable text analysis results were used as a starting point for the development of fable text teaching materials for junior high schools. Test result data from the implementation of learning trials to measure the effectiveness of teaching materials are processed using t-tests or two-mean significance tests.

Result and Discussion

Based on the results of the analysis of the needs of teachers and students of fable text teaching materials, it is known that they have difficulty when they have to find local kearifan values from several examples of fable texts, because the fable text contained in textbooks is very limited. From the animal story collection book available at the bookstore and school library, seven animal story booklets were selected, and 14 animal stories were selected that had local wisdom values that were appropriate to the students' cultural background.

Based on the analysis of fable stories, it is known that the character values can be grouped into a human relationship with God (confident that God is the giver, God will give a reward, and always give thanks to God); human relations with him (patience, hard work, and independence); and human relationships with other human beings (respecting each other, helping each other, forgiving each other, giving each other, exchanging friendship, loving the environment, and being empathetic). From the results of the analysis note that the structure of the fable text consists of: orientation, complications, climax, resolution and koda. This finding is in line with previous research (Galanaki, 2012; Nojeng, et.all, 2017). However, not all of these structures always have moral messages in fable texts because the moral values of fable texts sometimes only reside in certain structures. The complete details of the research results are as set out in the following table.

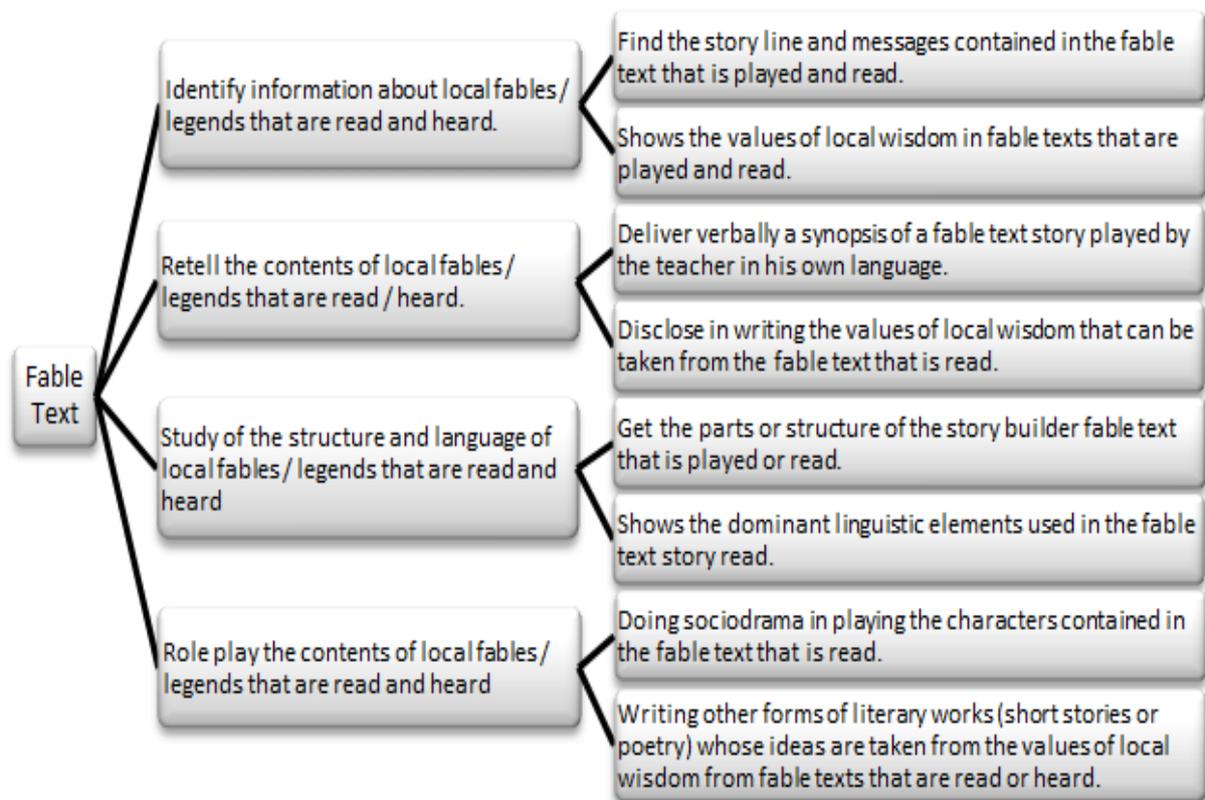
Table 1: Recapitulation of Moral Value Analysis Results from the Book Collection of Animal Stories

No	Fable Text Title	Character Values
1	Jamu Si Kerbau Pekerja Keras	1) independence 2) respect for the rights of others 3) forgive each other 4) belief that God is all-giving
2	Sedekah Arni untuk Desa Domdom	1) hard work 2) empathy attitude 3) helping each other 4) give each other 5) always pray because God is the giver
3	Tikus Si Penolong Singa	1) forgive each other 2) helping each other
4	Monyet yang Serakah Tak Mendapatkan Apa-apa	1) be patient; 2) helping each other 3) love the environment 4) give each other
5	Tamu-tamu Bela	1) helping each other 2) give each other 3) exchanging friendships 4) do good by God's command
6	Hilangkan Prasangka	1) helping each other 2) mutual friendship 3) give each other
7	Kalajengking dan Kura-kura	help each other
8	Tawon dan Burung Perkutut	1) hard work 2) self control 3) care about each other 4) helping each other
9	Landak yang Tidak Tahu Diri	1) be patient 2) helping each other 3) mutual respect 4) empathy attitude 5) sure that God will give a reply
10	Tikus Kota dan Tikus Desa	1) exchanging friendships 2) give each other
11	Kera, Ayam, dan Kepiting	Patient
12	Tupai dan Ikan Gabus	1) empathy attitude 2) helping each other

13	Kelinci dan Kambing yang Saling Melengkapi	helping each other
14	Tanduk Indah yang Hampir Membuat Celaka	1) touch each other 2) mutual care and mutual cooperation 3) always grateful

From the analysis of basic competencies in the curriculum fable text teaching materials can be developed that are adjusted to the basic competencies in the curriculum and are linked to character education that presents the values of local wisdom. Basic competency development starts from cognitive development, then psychomotor development. Each competency development is directed at written and oral language skills. The competency development uses teaching material as scaffolding in learning. The development of the design of fable text teaching materials for junior high school students is arranged as the following concept map:

Figure 1. Concept Map of Fable Text Teaching Materials in Middle School



The indicator used to measure the feasibility of teaching materials is the criteria for compatibility with the content or material components; presentation; language; and graphics. Each component uses an assessment score with a total score of 100. To determine the feasibility of the material, validation is carried out by academics and practitioners who have areas of expertise in the development of teaching materials or are experienced in using teaching

materials. Based on the assessment in the validation of the results of the developed fable text teaching materials, the following results are obtained:

Table 2: Expert and Practitioner Validation Score

No	Components	Average Score
1	Content	86,90
2	Performance	84,72
3	Language	87,50
4	Graphics	87,51
	Total Score	346,73
	Mean	86,68

Information: Teaching materials are feasible

All the average values of the component aspects of fable text teaching materials and their compliance is categorised as good or meets the eligibility criteria as fable text teaching materials that contain moral values as local wisdom. The next step is to test the prototype of teaching materials. From the teaching material developed, two presentation models were prepared, the first using printed materials while the second using digital technology. Each model of teaching material is applied to groups of students in one class that have achievements equivalent to groups of students in other classes, both at Indramayu Middle School and Al Shighor Middle School Cirebon.

Based on the results of the testing of teaching materials conducted on junior high school students by using a pre-test and post-test design both in the experimental class and the control class and in two schools that use printed teaching materials and teaching materials presented by utilising digital technology obtained the results presented in the formula t-test as follows:

Table 3: Test Results of Fable Text Teaching Materials

Analysis		Printed of Learning Materials		Technology Digital of Learning Materials	
		Experimental Class	Control Class	Experimental Class	Control Class
N	Valid	32	34	31	29
	Missing	1	3	0	1
Mean	Pre	62,26	63,24	61,46	64,38
	Post	83,24	75,50	87,56	78,67
Difference		20,98	12,26	26,1	14,29
$t^{\text{table}} \text{ vs } t^{\text{count}}$		1,99 < 4,33		1,89 < 5,38	

In the table above it is known that in the performance class that uses teaching materials containing the values of character education, the learning outcomes obtained are better than the control class. Teaching materials developed and presented in printed form can improve the achievement of learning goals better than the control class. The difference can be trusted at the 95% confidence level with the calculated t value greater than t table. Likewise, in schools that use fable text teaching materials that are developed containing character education and are presented by utilising digital technology, the achievement of learning objectives is better than the same teaching material but presented in print.

Discussion

The structure of a fable text consisting of orientation, complications, climax, resolution, and code can be used by the author to draw moral values. The author presents moral messages through animal stories by utilising the behaviour and character of the animals based on their observations. The use of animals in the characterisation of fable stories is not the same between one region and another, so this fable story is a value that has local wisdom. Conveying messages about moral values through animal stories is more interesting than presented in the form of teacher's advice or direction directly. The moral values that are defended in fable texts are not always expressed in koda form. Some fable texts do not use a koda structure, but the author slips them through a transition from complications, climax and resolution. The emergence of this complication is the entrance to moral values that can be used as character education for junior high school students.

The moral values presented in the fable story can be grouped into three categories, namely the values of self-relations, relationships with fellow humans and the environment and human relationships with the creator. Moral values that are widely embraced in fable texts are moral values about human relations with humans or the environment, such as mutual respect, mutual help, mutual forgiveness, mutual giving, mutual friendship, loving the environment and being empathetic. These moral values are very useful for students in enhancing a superior character in the 21st century who have critical, creative, collaborative and communicative characteristics. Therefore, moral values that are drawn through fable texts which are used as teaching materials for junior high school students are very suitable for students' provision as character education.

Fable text teaching materials for junior high school students through learning basic competencies identifying information from fable texts, retelling, analysing structure and language, and acting out the contents of fable texts are intended to achieve higher-order thinking skills. Indonesian language learning for junior high school students is done through thinking learning (Kusmana, 2017; Kusmana and Jaja 2019) but at the end, students are also taught to appreciate the text by having fun through the role of the characters presented in the fable text. This is in line with previous research on fairy tale appreciation learning (Meina,

2015) in that language learning will be related to the content and culture of the community. In addition to learning thinking, students are also given character education so that they have an identity as an Indonesian national in undergoing world development in the 21st century.

The use of technology in presenting developed teaching materials is intended to make the material interesting for students. In addition, by utilising technology students not only listen to fable texts but students learn through viewing the fable stories. Teaching materials that have been developed can be presented digitally to junior high school students, who are pinned via their smart phones. From these digital teaching materials, students can watch fable stories directly, if there are internet technology facilities for their devices. Students not only listen and read fable texts but can also watch fable texts presented in teaching materials that use digital technology.

The effectiveness of the use of technology to present fable text teaching materials based on local wisdom that is used for students has a better achievement of basic competencies than when presented in print. Digital technology used to download audio-visual fable stories that have been filmed are getting more interesting and can improve the quality of learning outcomes. Students can repeat the viewing of fable texts through their mobile phones, so they can further explore and examine the material delivered by the teacher in learning.

Based on observations of student activities towards the use of fable text teaching materials through the use of digital technology, there was an increase in student enthusiasm and enjoyment in learning. Besides, the value obtained by students is better than teaching material presented through printed materials. Student activeness is seen in working on assignments given by the teacher to train students to achieve basic competencies. In learning, they are serious and their activities are more dominant than the teachers because they are motivated to express their grasp from animal stories that are imitated because students learn in a fun and interesting learning process.

Conclusion

Based on the explanation and discussion of the results of research and development of fable text teaching materials containing character education presented through the use of digital technology, the conclusions can be summarised as follows:

- 1) The fable text contained in a collection of animal story books needs to be selected by the teacher before being used in learning, so that the moral values contained therein are in accordance with the students' cultural background. The moral values contained in the fable texts that students learn can be used as character education so as to foster good character and national identity for students to have as provisions in living in the global era;



2) Fable text teaching materials developed based on the results of the study meet the validity criteria of the material with indicators of the quality of teaching materials based on the material content, presentation, language and graphic components. The validity of teaching materials measured by material experts and user practitioners reaches a very good level so that they have the feasibility as teaching materials that can be used in formal educational institutions. Teaching materials developed can incorporate the concept of character education, Indonesian language learning objectives according to the curriculum, and the use of digital technology that attracts students' attention.

3) From testing the use of teaching materials in formal education units, information is obtained that the use of digital technology in learning is better than teaching material presented in printed form. Competency improvement as stated in the applicable curriculum is more effective and the learning process gets positive responses from students. At the time of learning, students show enthusiasm and carry out activities that support the improvement of the quality of learning outcomes.

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