DEVELOPING E-LEARNING BASED LOCAL-FOLKLORES FOR EIGHTH GRADERS

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Abstract: The aim of this study was to develop e-learning based local-folklores application. This study was conducted based on ADDIE (Analysis, Design, Development, Implementation and Evaluation) development research design. The formative evaluation was done through one to one evaluation, small group evaluation and field trial. The subjects of this study was eighth graders at one of junior high school in Indonesia. There were three students involved in one to one evaluation, nine students in small group evaluation and a real class in a field trial. The validity was reviewed by expert of content, expert of instructional design and expert of developing e-learning based local-folklores. The mean validity score of the developed product was 3,67 which was categorized as very highly valid level. The practicality was conducted in one to one evaluation and small group evaluation. The practicality of one to one was 3,40 which was at very highly practical level and the practicality in small group evaluation was 3,58 which was at very highly practical level. The reading test material was categorized as effective. It showed that there were 19 students (76,93%) out of 26 students in reading test exceeded MMC (minimum mastery criterion) which was 75.
Keywords: *e-learning; local-folklores; ADDIE model.*

INTRODUCTION

Reading is mainly considered as an essential element of language aptitude and the assessment of reading performance is generally used to assess linguistic ability. In English instructing, particularly reading skill in Indonesia has been considered as one of the principle English language abilities that ought to be mastered by students. In accordance with this, Sadeghi, Kasim, Tan, and Abdullah (2012) express that until now, reading comprehension is one of the unmistakable parts in second language tests and examinations and it assumes a fundamental role in the educational and professional of numerous students since reading plays a role as an incredible source of knowledge

On the other hand, students who do not like reading are in accordance students' reading ability in Indonesia. Reading literacy in Indonesia is known at unsatisfactory level. PISA – a program conducted by Organization for Economic Cooperation and Development (OECD) which tests basic reasoning in math, science and reading to 15-year-old students in 65 countries, regardless of grade, achievement, and socioeconomic status–reported some unsatisfactory results of Indonesian adolescents' reading literacy. In 2009, Indonesia was positioned in the 57th out of 65 countries with mean score 402 compared with OECD mean which was 493 (OECD, 2010). Indonesia, then, was ranked in the 60th out of 65 countries participating in PISA 2012 with mean score 396 while the OECD mean was 496 (OECD, 2013). The data clearly revealed that adolescents' reading literacy in Indonesia is still poor contrasted with those of different countries.

The skill of reading is available the 2013 Curriculum, the eighth graders of junior high school are going to learn some English texts which include a report, recount, and narrative which have to be mastered by them. Herlina

(2012) state that narrative text has a social function to amuse, entertain, and deal with the actual and vicarious experience. It focuses on specific and usually individualized participants. This is in line with the reality in the field, most of junior high school students have difficulties in learning narrative text. Difficulties faced by students among of them is to understand the language features contained in the narrative text.

In general, reading material in school uses textbooks while technological developments are very rapid, especially in industry 4.0. In the industrial era 4.0, the use of technology plays a role in education in the learning process. Considering on the textbooks problems, the researcher integrates textbooks with technology in the learning process. One part of technology is ICT (Information and Communication Technologies). ICT can be as one of the solutions to solve the problems. These developments have probably had an impact on teachers, students, and schools particularly school curricula, including the teaching and learning process.

In line with these advancements, more recently many developing countries regarded the use of ICT in education as a prominent leverage to accomplish educational transformation (Aydin, Gurol, & Vanderlinde, 2016; Cetinkaya, 2017), improve the quality of instruction, overcome a number of critical problems that many educational systems face in the 21st century, such as educational equity and students' obtainment of 21st century ability (Celik & Kahyaoglu, 2007).

Today the utilization of Information and Communication Technology (ICT) in learning is developing. One of them, namely internet assisted learning through e-learning. E-learning is the premise and consistent outcome of the advancement of data innovation and correspondence. ICT–based learning media designed in the form of e-learning based local-folklores. E-learning can be seen as an innovative approach for delivering well-designed, learner-centered, and facilitated learning environment to anyone, anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open, flexible and distributed learning environment (Khan, 2005). By utilizing e-learning, students can access various subject areas in one website address. Another advantage in using e-learning is that students can learn independently because the material and assignments are available on the web so they can download the material and send assignments and

can see the feedback given by the instructor (teacher). E-learning is a learning media.

E-learning is a tool in narrative text material about local folklore. The local folklore planned based e-learning is gainful not only to entertain but also, to show students in an alternate manner. It offers a fun and important educating and learning knowledge. However, making e-learning based local folklore which changes over a text material to become local folklore isn't as straightforward as illustration pictures. Planning e-learning based local folklores for instructing and adapting needs some fundamental procedures and standards. As time passes by, e-learning based local folklores is likewise utilized as one of the media in educating. Designing local folklores as a valuable material to comprehend about narrative text.

Numerous researches have been conducted regarding teaching by utilizing narrative text such as folklore, comic, picture story, and movie, as the teaching aid. The studies demonstrate some inspirational demeanors toward students' performance in language learning, especially in their structure ability (Mina & Putranti, 2015, p. 116). In this research, e-learning based local-folklores is very attractive for them.

Indonesian government gives a big chance for local content to be integrated on various school subjects either in the curriculum of primary (basic) or in secondary education (Dharma, 2008). National Resource Governance Institute (2015, p. 1) states, "Local content is the value that an extraction project brings to the local, regional or national economy beyond the resource revenues. The researcher used Palembang local content in the form of Palembang folklores.

The example of folklores like *The Legend of Kemaro Island, The Bitter Tongue, and Origins Name of Palembang*. Researcher uses supplementary book entitled "*Dongeng 3D Nusantara: Legenda Pulau Kemaro*" (Dian, 2018) and "*Seri Cerita Rakyat 34 Provinsi: Si Pahit Lidah*" (Hu, 2018) published by Bhuana Ilmu Populer Kelompok Gramedia and "*Bahasa Inggris: When English Ring's a Bell*" for eighth graders used books from the government as a compulsory book in 2013 curriculum revision 2017 (Wachidah, Asep, Diyantari & Yuli, 2017). As the common structure of narrative shows that this story has the opening which shows the setting and introduces the characters.

The researcher tried to develop local-folklores based e-learning by using local folklores from

South Sumatera for the eighth graders to (1) preserve the local culture of South Sumatera; (2) introduce students' local folklores in form of narrative text; (3) grow students' sense of belonging and confidence for sharing about their surroundings. Therefore, the researcher used South Sumatera local folklores. They are *The Legend of Kemaro Island, The Bitter Tongue, and The Origins Name of Palembang*. As the basic structure of narrative demonstrates that this story has the opening which shows the setting and presents the characters.

The research for eighth graders were chosen as the targeted subject because narrative texts have to be taught in grade eighth based on curriculum 2013. Local-folklores based e-learning designed in this study was a combination of texts, pictures, audio, and animation created by using computer programs such as HTML 5, CSS 3, PHP, MySQL, and JavaScript.

Winarno, *et al.* (2015, p. 27) HTML is a language for displaying content on the web.HTML itself is a free programming language which means it is not owned by anyone, its development is done by many people in many countries and it can be said a Language that developed together equally globally. HTML uses two kinds of file extensions: .htm and .html (Saputra, 2012, p. 1).

According to Saputra (2012, p. 27), CSS is a web programming language that is designed specifically to control and build various components in the web so that the web look more neat, structured and uniform. According to Arief (2011, p.43), PHP (PHP: Hypertext Preprocessor) is a server-side scripting language that integrates with HTML to create dynamic web pages. PHP is a programming language, in making a website or web-based applications, not just PHP code that we need, but we will also use HTML code to design the display, which set the text, tables and also create a form (Nugroho, 2013, p.155). MySQL is one type of database server that is very popular and widely used to build web applications using the database as the source and data management (Arief 2011, p.151). According to Sidik (2011, p.1-2), most JavaScript programs are embedded into web pages, so the web page becomes an application running inside a web browser.

There were some previous related studies about the research. The first was a study done by Yaumi (2012) who tried to develop an ICT-based which was used in English for Specific Purposes Program. In her study, the sixth-semester undergraduate students of English Education Study Program, UIN Alauddin, Makasar were involved as the subjects of the study and ICT-based materials was developed ICT-based materials was more effective compared to the use of printed materials. Wulanjani (2012) also conducted another development study in which she developed an interactive multimedia CD for enhancing the fifth grade students' listening comprehension.

Asih (2013) found that (1) the developed materials, reading interactive multimedia, were considered appropriate to be implemented to the students based on the results of the assessment both from the content expert and the media expert; and (2) the target needs of the eighth grade students of SMP N 1 Puring were able to read, understand English text, and master the vocabulary. Research conducted by Loeas (2011), the implementation of e-learning learning with sandwich patterns raises the joy of learning, fosters high interest or motivation because students can learn independently to master the competencies required in the course.

In addition, based on the results of e-learning research through the Warsihna (2011) home learning portal, it was found that with the presence of e-learning home learning portals adding to the source of learning for the world of education in Indonesia. Syafri, Zainal and Emzir (2018) found need of learning model of Introduction to Linguistics by using online is done by capturing input from participants of PBI program even semester 2016/2017 who have followed the course of Introduction to Linguistics by using questionnaire.

The difference between the previous studies and my study are that media used e-learning based local-folklores and online system by using the website. So, students can access it using the password and username provided by the researcher. E-learning based local-folklores designed by researcher with video about local-folklores from South Sumatera. In addition, e-learning based local-folklores is equipped with examples and evaluation to test students' abilities in narrative text. Based on the description above, researchers are interested in developing e-learning based local-folklores for eighth graders especially in English subjects with narrative text material.

METHOD
Method of the study was development research. The development research method is applied to

develop local-folklores based e-learning. According to Gay, Mills and Airasian (2012, p. 17), development research in education is the process of researching students need and then developing products to fulfill those needs. Akker (1999, p.10) state formative evaluation holds a prominent place in development research, especially in formative research.

He likewise expresses that during advancement processes, the accentuation in criteria for quality usually shifts from validity, to practicality, and effectiveness. Validity refers to the extent that the design of the intervention is based on state of the knowledge (content validity) and that the various components of the intervention are consistently linked to each other (construct validity).

Practically refers to the extent that users (and other experts) consider the intervention as appealing and usable in 'normal' conditions. Effectiveness refers to the extent that the experiences and outcomes with the intervention are consistent with the intended aims. In developing e-learning based local-folklores, this study uses ADDIE model of instructional design with five phases: 1) Analysis, the phase is the foundation in investigating, knowledge, skill, learner needs, instructional goal and learning objectives; 2) Design, the phase creates blue print how the draft of instructional can be delivered effectively; 3) Development, the phase shows creating and organizing actual material that uses during the instruction; 4) Implementation, the phases actual delivery of instructional design and promoting developed instructional design; 5) Evaluation, the phase was to measure and evaluate the effectiveness and efficiency of developed instructional design (McGriff, 2000; Aldoobie, 2015; Cheung, 2016).
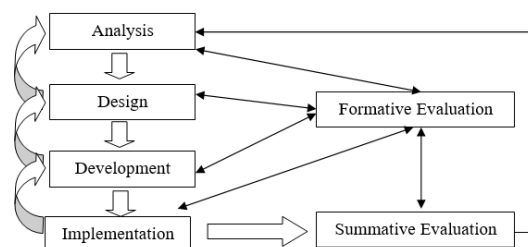

Figure 1. *Design and development stages in ADDIE model*

This research conducted at one of junior high school in Indonesia. The population of this study was the eighth graders consisting of three classes in academic year 2018/2019. The subject of this study was described in table 1.

Table 1. *Stage of formative evaluation*

No	Staged by Formative Evaluation	Number of Students	Description of the Students
1	One-to-one evaluation	3	1 student for each category, i.e.: low, medium, and high English proficiency
2	Small group evaluation	9	3 students for each category, i.e.: low, medium, and high English proficiency
3	Field test	26	All the students in a real class
	Total	**38**	**Each stage used different class**

The subjects of this study were selected based on their English proficiency which are low, medium and high proficiency (Dick, Carey & Carey, 2005). Every stage of formative evaluation used a different class with cluster random sampling since there is no purposive students' distribution. Purposive students' distribution meant school distributed students with high proficiency in one class. Their English proficiency was determined based on their teachers' evaluation.

The procedure uses in this development is ADDIE model in instructional design. Aldoobie (2015, p. 68) stated ADDIE model is one of the most common models used in the instructional design field a guide to producing an effective design. ADDIE model of instructional design with five phases: Analyze, Design, Develop, Implementation and Evaluate. In this study, the activities carried out during the three phases were described in figure 2.

This research aimed to develop local-folklores based e-learning, which was valid, practical, and had potential effect. Therefore, to determine its validity, practicality, and potential effect, instruments used in this study were questionnaires and reading material test.
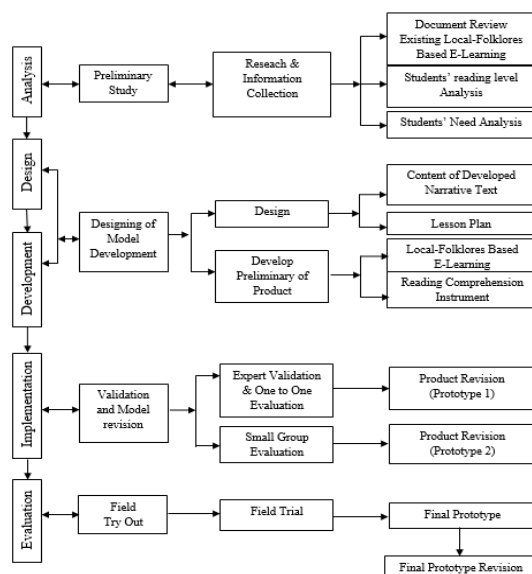
Figure 2. *The synthesize of ADDIE's development procedure*

Questionnaires were given to the experts in expert review and the students in one-to-one and small group evaluation to get information about their opinion and comment after reviewing and using the developed product which in form of Likert scale ranging from 1 to 4 which illustrates SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree). The questionnaire is one of the instrument which can be used to elicit stakeholders', teacher' and students' comments (Richards, 2005, p.301). The specification of the questionnaire (validation sheets) in expert review (Kubiszyn & Borich, 1993) was described in Table 2, 3, 4 and 5.

Table 2. *Specifications of validation sheet of content*

Aspect (s)	Number(s) of Statement
The appropriateness of contents with students' characteristics (currency)	1, 2, 3
The accuracy of the contents	4, 5
The presentation of contents	6, 7
Linguistics aspects of the contents	8, 9, 10
Exercises and evaluation aspects	11, 12, 13, 14, 15

Table 3. *Specifications of validation sheet of design*

Aspect (s)	Number(s) of Statement
The appropriateness between materials and curriculum	1, 2
Material presentation	3, 4, 5, 6 and 7
The appropriateness of materials with the students' character	8, 9 10, 11, 12, 13 and 14
The appropriateness between exercise and standard competence and learning goals	15
The number of exercises	16, 17 and 18

Table 4. *Specifications of validation sheet of product design*

Aspect (s)	Number (s) of Statement
Software/application	1, 2, 3, 4 and 5
Usability	6, 7, 8, 9 and 10

Table 5. *Specifications of students' questionnaire*

Aspect (s)	Number (s) of Statement
The appropriateness between materials and students' characteristic	1, 2 and 3
Content presentation	4, 5, 6, 7 and 8
Exercise aspect	9 10, 11 and 12
Attractiveness of content	13, 14, and 15

Technique for analyzing data consist of: 1) validity, to know whether the product valid or not, the validation sheets from the expert review related to the content and instructional design of local-folklore based e-learning was analyzed quantitatively and qualitatively. The data which were collected tabulated and the result of each instrument was calculated and classified based on validity level as follow in table 6.

Table 6. *Validity categorization*

Average Score	Category
3.26-4.00	Very high
2.51-3.25	High
1.76-2.50	Low
1.00-1.75	Very Low

2) Practicality, the material was evaluated in one to one evaluation and small group evaluation to find out whether the product developed was practical. The category of the practicality of materials developed was determined by the result of the questionnaire in one to one evaluation and small group evaluation. All the collected data were analyzed by using tabulation. The category of practicality as in table 7.

Table 7. *Practicality categorization*

Average Score	Category
3.26-4.00	Very high
2.51-3.25	High
1.76-2.50	Low
1.00-1.75	Very Low

3) Potential Effect, to find out whether e-learning based local-folklores developed had potential effect, the result of students' reading test was considered to determine of potential effect. The developed materials were classified to be effective if the students had already reached and passed the criterion. The criterion was the minimum mastery criterion (MMC). Standard score of English in this school was 75.

RESULTS AND DISCUSSION
Analysis phase
Document review & existing material analysis
Three local-folklores were used in developing e-learning. The reading level of three local-folklores analysed by using the Flesch-Kincaid Grade Level. By using it, the researcher got three results, they were: 1) Reading level of *The Legend of Kemaro Island* were analysed by using Flesch-Kincaid Grade Level. The grade level of *The Legend of Kemaro Island* was 5 and the reading level was easy to read. It meant the folklore was suitable for fourth and fifth graders; 2) Reading level of *The Bitter Tongue* were analyzed by using Flesch-Kincaid Grade Level. The grade level of *The Bitter Tongue* was 6 and the reading level was fairly easy to read. It meant the folklore was suitable for fifth and sixth graders; 3) Reading level of *The Origins Name of Palembang* were analyzed by using Flesch-Kincaid Grade Level. The grade level of *The Origins Name of Palembang* was 8 and the reading level was fairly difficult to read. It meant the folklore was suitable for seventh and eighth graders.

Students' need analysis
There were 35 questions and there were 26 students who participated in answering the questionnaires. The outcomes were: (1) students' reading skill was low but on the opposite side, the students concurred that having capability in reading English texts was very important; (2) students' interest in reading was low and it was shown by students' frequency in reading activity was seldom; (3) teacher of English used lecturing teaching method and seldom even never used innovative one; (4) students' eagerness in reading was high; (5) students' opinion in easy question was very high; (6) students agreed that reading with media technology was more interesting; (7) students never used e-learning based local-folklores as learning media; (8) students received that reading materials on the website online were difficult to comprehend and were not reasonable to students' reading level.

Design and development phase
The content of developed e-learning based local-folklores
In the design and development phase, there were three local-folklores developed as reading materials in a set of e-learning based local-folklores. The selected narrative texts for reading practice were adjusted to students' reading local-folklores consist of simulation and evaluation for each local-folklores. Then, the question text were tested to the website (www.animatedlocalfolklore.com).

E-learning based local-folklores
In this phase, the developed e-learning based local-folklores was an online website with wifi access. The admin and user page of developed e-learning based local-folklores as follow in figure 3 and figure 4.

In developing this product, by using a lot of programmes as coding such as HTML 5, CSS3, PHP, and JavaScript. Besides the coding, the database uses My SQL in the database of application. E-learning based local-folklores

guiding question was followed the narrative texts. There were three parts of questions in the form of multiple choice, true false, and essay. Multiple choice question consists of fifteen questions. The true-false question consists of ten questions.

Meanwhile, the essay question consists of ten questions. Local-folklores based e-learning used the online website by using hosting. The name of hosting is *Rumah* Web *Indonesia*.
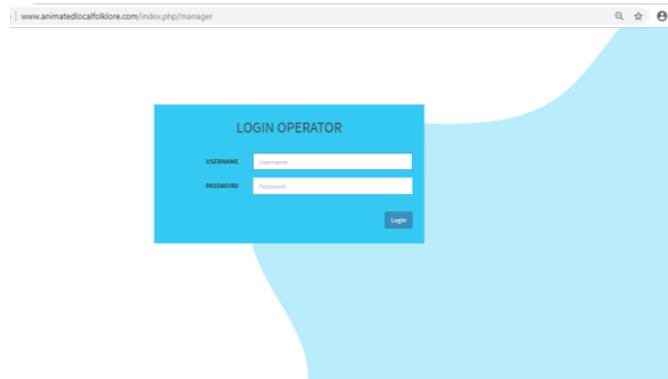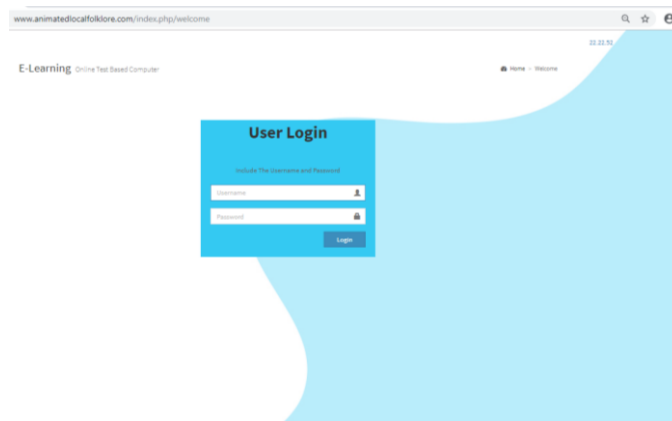

Figure 3. *Admin page*

Figure 4. *User page*

Implementation
Expert validation
In validating this product, three experts validated this product in content, instructional design and product design. There were some suggestions which needed to be paid attention were as follow table 8.

Table 8. Suggestions for expert review

No	Expert Review Judgement	Suggestion
1	Application/ Production Design	If possible, the media is made separately and not included in the test/application test
2	Instructional Design	Be sure in your teaching procedure (lesson plan) you follow what scientific approach deals with
3	Validation Sheet of Content	Good job

Table 9. *Recapitulation of expert review (content validity)*

The appropriateness of contents with the stuent characteristic				The accuracy of content		The presentation of content		Linguistic aspects of the content			Exercises and evaluation aspects				Average Score
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	
4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3.86
3.75				4		3.50		4			4				3.85

Table 10. *Recapitulation of expert review (construct validity)*

The appropriateness between material and curriculum		Material Presentation					The appropriateness of materials with students's characteristic							The appropriateness between exercise and evaluation and standard competence and learning goals	The number number exercise and evalution			Average Score
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	
3	4	3	3	4	4	3	4	4	4	4	4	4	4	3	3	4	4	3.67
3.50		3.40					4							3	3.66			3.51

Table 11. *Recapitulation of expert review (construct validity)*

Software					Usability					Average Score
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
4	3	4	4	2	4	4	3	3	4	3.50
3.40					3.60					3,50

The average score content validity (i.e: English) was 3.86 showed in table 9 which was at very highly valid level. It can be concluded that a set of local-folklores based e-learning was valid in content and categorized as very highly valid level. Then, in term of construct validity (i.e.: Instructional Design), the expert reviewing the product was a lecturer of English education study program with expertise in instructional design including the 2013 curriculum. The average score construct validity (i.e.: Instructional Design) was 3.67 shown in table 10 which was at very highly valid level. It can be concluded that a set of local-folklores based e-learning was valid in Instructional Design and categorized as very highly valid level.

After reviewing the product design, the expert of local-folklores based e-learning application declared that the product was valid without revision. The obtained score was calculated and interpreted into validity categorization. The average score of the validity of product design was 3.50 showed in table 11 which was at very highly valid level. It can be concluded that a set of local-folklores based e-learning was valid in product design, categorized as very highly valid level and deserve to publish.

Before validation, the researcher designed prototype 1 (E-learning for user) in figure 5. Figure 5 showed e-learning in prototype was very simple without video. The expert explained that if the video could not be seen by students repeatedly only on certain numbers, it is likely that students will have difficulty in doing the test.
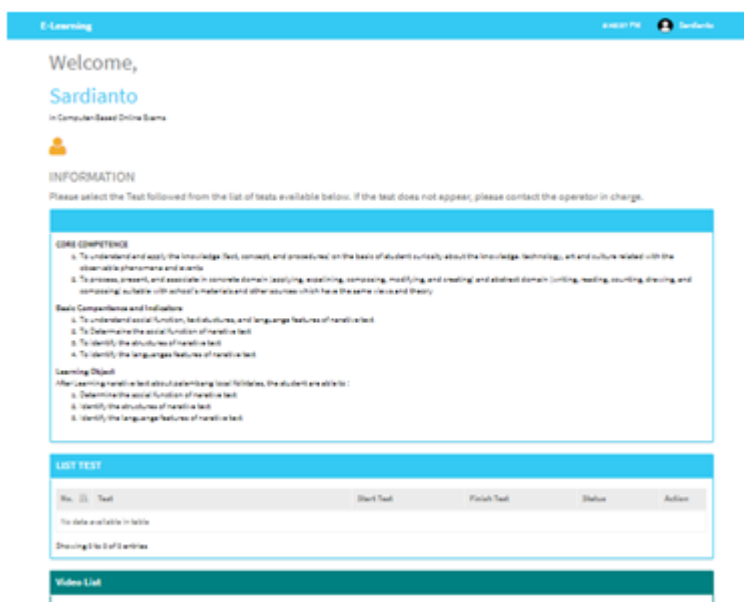

Figure 5. *Product revision*

Figure 6. *Final prototype revision*

Based on suggestion from the expert, the researcher added the video menu on prototype 2 in figure 6. In Figure 6, the researcher added a video menu in e-learning on prototype 2. So, the students could see the video repeatedly before they answered the questions.

Students watched the video repeatedly. The addition of videos in e-learning aims to facilitate students on the test.

Level of validation
Based on the result validity level of the product, it was concluded that in term of content validity, the average score of content validity was 3.85 which was at very highly valid level. Then, in term of construct validity, the average score of the construct was 3.67 which was at very highly valid level. The last was product design validity, the average score of local-folklores based e-learning application validity was 3.50 was at very highly valid level. To determine the overall validity of content validity, construct validity and product design construct validity, the average score of each validity were used. It was determined that the overall validity was 3.67 which was in a very highly valid level. In conclusion, a set of local-folklores based e-learning was valid and categorized as very highly valid level.

One to one evaluation
The one-to-one evaluation was held on Monday, February 25th, in 2019 at one of junior high school in Palembang. The time allocation of one to one evaluation was two meetings and every meeting was 80 minutes.

Based on results, from the total 15 items of the questionnaire, the average score of practicality in one-to-one evaluation from the three students' score was 3.40 showed table 12 which was at a very highly practical level. It can be concluded that local-folklores based e-learning was practical and categorized as very highly practical level.

Small group evaluation
The small group evaluation was held on Wednesday, February 25th, in 2019 at one of junior high school in Palembang. Time allocation of small group evaluation was two meeting and every meeting was 80 minutes.

Based on results, from the total 15 items of the questionnaire, the average score of practicality in small group evaluation from the three students' score was 3.58 showed table 13

which was at a very highly practical level. It could be concluded local-folklores based e-learning was practical and categorized as very highly practical level.

Table 12. *Result of questionnaire in one-to-one evaluation*

Student	Number of Item															AS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Student 1	3	3	4	3	3	3	3	3	3	3	3	3	4	3	3	3,13
Student 2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3,13
Student 3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3,93
AVERAGE	3.33	3.33	3,67	3,33	3,67	3,33	3,33	3,33	3,33	3,33	3,33	3,33	3,33	3,33	3,67	3,40
REMARK	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH	VH

Table 13. *Result of questionnaire in small group evaluation*

Student	Number of Item															AS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Student 1	4	3	4	3	3	4	3	3	3	4	3	3	4	3	4	3,40
Student 2	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	3,87
Student 3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
Student 4	3	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3,13
Student 5	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3,80
Student 6	4	3	4	3	3	4	4	3	4	3	4	3	3	4	4	3,53
Student 7	4	4	3	4	3	3	3	3	3	3	3	3	4	4	4	3,40
Student 8	3	4	2	4	4	3	4	4	4	4	3	4	3	4	4	3,60
Student 9	3	4	3	4	4	3	4	3	3	3	4	4	3	4	3	3,47
AVERAGE	3,67	3,67	3,33	3,67	3,56	3,44	3,78	3,22	3,44	3,56	3,56	3,67	3,56	3,78	3,78	3,58
REMARK	VH	VH	VH	VH	VH	VH	VH	H	VH	VH	VH	VH	VH	VH	VH	VH

Note:

AS	Average Score
VH	Very High
H	High

Evaluation/field trial

There were 26 students followed the field trial. The field trial in this study was conducted on Friday, February 29th, 2019. From the result of reading test material, the developed product was effective. It showed that 19 students (76.93%) out of 26 students in the reading test achieved the minimum mastery criterion was 75.

The result of the field trial could be seen in the following figure 7.
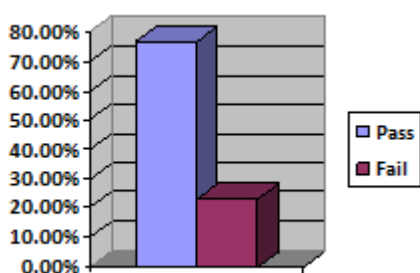

Figure 7. *Test results*

The developed product was a set local-folklores based e-learning in relation to narrative text material exactly the local-content of South Sumatera for eighth graders. There were some phases that exams to be done in the process of developing reading simulation material and reading evaluation material. The phases were a sequence of ADDIE model: analysis, design and development, implementation and evaluation.

In the analysis phase, document review showed that the eighth graders should be able to analyse, understand, capture and represent the values from narrative texts. The core competence and basic competence of narrative demanded students to response narrative texts actively and established students become an active reader. Hans and Hans (2015, p.65) state a good reader interacts actively with text and good reader strategies are predicting, connecting, inferring, summarizing, analysing and critiquing. It was in line with guiding questions to stimulate and invite students' response actively about character values inside the text. Local-folklores based e-learning invited students understanding in appreciating narrative text by using an online website. Therefore, students were able to attain learning objectives in capturing and representing values from the narrative text after they actively appreciated the narrative text. In teacher side, it was a chance to teacher to develop reading material by using e-learning.

In term of students reading the level analysis, this study portrayed that there were some necessities, lacks and wants. The students' necessities were having good competence in reading English was important because the national examination questions were predominantly reading texts and students' ability in appreciating texts was important because

students should be able to represent values inside the texts orally and in writing. Students' lacks in this study were students reading competence was low, students' interests in reading were low because learning media wants, students wanted to learn reading English text with innovative ways and to have a guidance strategy to enrich students' comprehension including English text. The framework of this study was narrowed by students needs analysis and the framework was to fulfill students' needs in having innovative learning with mobile technology based on students' characteristic. Need analysis should be in line, relevant to the course and satisfying the learners need (Nation & Macalister, 2010).

Implementation phase described expert validation, one-to-one evaluation and small group evaluation. In expert validation, the validity of developed local-folklores based e-learning was measured. The validity of the product was very highly valid level. It meant that the developed local-folklores based e-learning were suitable for content, instructional design and product design was proper to reach learning objectives. One-to-one evaluation and small group evaluation conducted practicality of developed local-folklores based e-learning as reading practice material. The practicality was a very highly practical level where the local-folklore based e-learning was practical to use for students and teacher. The advantages of local-folklore based e-learning were practical, efficient and paperless. In the other side, the limitation local-folklores based e-learning application need wifi access to process the online website. The importance of the review process in the evaluation was to ensure the product design was adequately designed (Richards, 2005).

The last stage was the assessment stage. The potential impact of nearby e-learning based local-folklores was a reading test material was estimated in the assessment stage. The e-learning based local-folklores was effective since the vast majority of the students passed the minimum mastery criterion. Duration in conducting the assessment stage was obviously limited since field trial was conducted at once. It indicated data about the potential effect of develop e-learning based local-folklore as a reading test material. "teaching material and tests are high quality, have been carefully selected and developed and regularly reviewed and revised" (Richards, 2005, p. 204). It indicated narrative texts with education values accompanied by e-learning based local-folklores guiding questions were able to help

students known about local-folklores from South Sumatera. Ideally, students increasingly comprehended about narrative text.

CONCLUSION

This study aimed to develop a set of valid, practical and effective e-learning based local-folklores for eighth graders. There were some conclusions written as follows: First, developed the product of e-learning based local-folklores was valid in term of content validity, construct validity and product design validity after reviewed by three experts of English, instructional design and application. The obtained score was (3.85) which was in a very highly valid level.

Second, the developed product of e-learning based local-folklores was practical after giving the reading material to the students in One to One evaluation with the average score was (3.67) and small group evaluation with the average score was (3.51). The last, developed product of e-learning based local-folklores was effective as reading assessment. It was conducted by the result of students' reading test was (76,93%) covered by the intended learning of the 2013 curriculum.

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