

## Developing Android-Based English Folktales Learning Materials to Develop Communication Skills of Primary School Students

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### Abstract

Both teacher and students faced difficulties in teaching and learning English during remote learning and they need English learning materials which can be easily accessed during learning from home. This study aimed at developing android-based English Folktales learning materials to promote primary school students' communication skills. This research applied Design and Development (D&D) method proposed by Richey and Klein (2007) which underwent four stages namely; 1) Analysis, 2) Design, 3) Development, and 4) Evaluation. The research subjects were an English teacher and sixth graders of SDN 1 Banjar Jawa in the academic year of 2020/2021, Bali. The research instruments used questionnaires and interview guide. The results showed that digital folktales application as the product was developed in the form of android package kit (APK) file using Microsoft Office Power Point, iSpring, and APK Builder Pro. It provided 9 Indonesian folktales and 8 follow-up learning activities. The product was tested and evaluated by a technology expert and an EFL learning expert. digital folktales application has an excellent quality as an android-based English learning material. Thus, the digital folktales application was beneficial for students and teacher as English learning material to develop communication skills.

**Keywords: Communication Skills; Folktales; Learning Application**

### Abstrak

*Guru dan siswa menghadapi kesulitan dalam kegiatan belajar mengajar bahasa Inggris selama pembelajaran jarak jauh dan mereka membutuhkan materi pembelajaran bahasa Inggris yang dapat dengan mudah diakses selama belajar dari rumah. Penelitian ini bertujuan mengembangkan bahan ajar cerita rakyat bahasa Inggris berbasis android untuk meningkatkan kemampuan komunikasi siswa sekolah dasar. Penelitian ini menggunakan metode Design and Development (D&D) oleh Richey dan Klein (2007) dengan melalui empat tahapan yaitu; 1) Analisis, 2) Desain, 3) Pengembangan, dan 4) Evaluasi. Subjek dari penelitian ini adalah seorang guru bahasa Inggris dan siswa kelas VI SDN 1 Banjar Jawa, Bali pada tahun ajaran 2020/2021. Instrumen penelitian yang digunakan adalah kuesioner dan pedoman wawancara. Hasil penelitian menunjukkan bahwa aplikasi digital folktales sebagai produk dikembangkan dalam bentuk file android package kit (APK) menggunakan Microsoft Office Power Point, iSpring, dan APK Builder Pro. Aplikasi android ini mengandung 9 cerita rakyat Indonesia dan 8 kegiatan pembelajaran lanjutan. Produk diuji dan dievaluasi oleh pakar teknologi dan pakar pembelajaran bahasa Inggris sebagai bahasa asing. digital folktales memiliki kualitas yang sangat baik sebagai aplikasi bahan pembelajaran bahasa Inggris berbasis android. Dengan demikian, digital folktales bermanfaat bagi siswa dan guru sebagai bahan pembelajaran bahasa Inggris untuk mengembangkan keterampilan komunikasi.*

**Kata Kunci: Keterampilan Komunikasi; Cerita Rakyat; Aplikasi Pembelajaran**

## Introduction

The outbreak of Covid-19 has infected many people and interfered their activities in many aspects, such as economy, social, and education field. As the spread of this virus in Wuhan, the world situation is getting worse in the beginning of 2020. Further, world health organization (WHO) took a step to announce Covid-19 as a pandemic (Frenette et al., 2020). As cited in Tadesse and Muluye (2020), the latest data shows that Covid-19 cases in the world have reached 18,705,540 cases per August, 5th 2020. Meanwhile, the numbers of daily deaths due to Covid-19 pandemic keep increases.

As it has been labeled as a pandemic, many countries have to implement social distancing or physical distancing. The purpose was to keep a safe space with the others to stop the spread of Covid-19 pandemic. It causes many schools, universities and education institution have to be closed. The data obtained from UNESCO (2020) as cited in Duraku and Hoxha (2020) showed that from approximately 188 countries around the world, there are about 1 billion and also 575 million students have been affected by school and university closures due to precautionary measures being taken by countries against the spread of the Covid-19 pandemic. The closure of school and university was also implemented in Indonesia.

This condition forced the ministry of education in Indonesia decided to make regulation for working from home and study from home. Learning from home is carried out in online setting to give a meaningful learning experience for the students without thinking about the requirements of completing all curricular objectives for grade promotions and graduation. Since learning process is implemented at home, all parties in learning activities needs the support of technology. Due to this issue, technology is the most important thing to be used in order to support learning from home. Yaumi (2007) defined remote learning as an acquisition of knowledge and skills through mediated information or technology. According to Ali (2020), remote learning is a learning process which carried out in virtual class without face-to-face meeting. Remote learning can be done synchronously and asynchronously. Synchronous remote learning is done when the teacher and the students are online at the same time and they hold the online class activity as the face to face meeting. Meanwhile asynchronous remote learning is the condition in which the teachers already designed the instruction in the form of lessons, assignments, readings, etc. to be sent to the students, then they are required to work on the assignment given and submitted to the teacher via online as well. There are two things that should be highlighted when understanding the term remote learning, namely the teacher and students are separated by time and/or geographic distance and the use of media to bridge the gap like electronic media, print resources, voice communication, etc. (Owens et al., 2009).

Even though technology is considered the appropriate tool during learning from home (Duraku & Hoxha, 2020) and young learners are very familiar with the use of technology, however teaching young learners such primary school students during Covid-19 pandemic is not a simple thing (Atmojo & Nugroho, 2020). Primary school students who are facilitated with smartphone by their parents usually cannot fully use their smartphone for learning. It is because smartphone is usually used for playing games only. Therefore, the role of the teachers and the parents are needed. However, guiding primary school students in using smartphones for meaningful teaching and learning activities is a challenge for the teachers and also the parents of students (Noonoo, 2020).

The other challenge for the teachers to teach primary school students during this pandemic is to keep inserting 4Cs of 21st century skills in remote learning. In the 21st century competencies, the schools and other educational institutions have to develop the 4Cs that have been adopted by the Curriculum 2013 (Harjanti, 2018). Therefore, it is important to insert 4Cs in the learning activity. The 4Cs consists of critical thinking, creativity, collaboration skill, and communication skill. Teaching critical thinking to young learners leads them in developing

many skills, such as high level of concentration, good analytical abilities, and thought processing (Roekel, 2018). Teaching creativity allows the students in expressing everything they have learned in another way (Erdogan, 2019). He also stated that teaching collaboration skill helps students in understanding how to solve a problem in group work, give solutions, and decide the best action in group work. Meanwhile, communication skill helps students in articulating thoughts and ideas effectively by using oral, written and nonverbal communication (Yu, 2019).

As it important in 21<sup>st</sup> century, communication skill is the main goal in learning English as a foreign language (Yu, 2019). However, since face to face classroom activity is not allowed for a while, it is difficult for teachers to teach communication skills to students in remote learning situation. It happens because teaching communication skill usually takes place in real classroom where the students and teacher can directly and freely communicate or interact to each other. Besides, the lack of appropriate English material for the primary school students in remote learning also becomes the issue in teaching communication skill in this unprepared situation (Atmojo & Nugroho, 2020).

There are many android-based platforms that can be used for students in learning from home; these platforms are also supported by the Indonesian Ministry of National Education and Culture (Abidah et al., 2020). To teach communication skill, the teachers can use the material that can practice their oral skills (listening and speaking) and stories seem appropriate for this. As cited in Okumuş (2020), the EFL students believed that learning English through story can motivate themselves and it can be integrated into speaking and listening.

Several relevant studies have been conducted since few years related to the development and the applied of digital stories in the context of language learning. Vinayakumar et al. (2018) conducted a study about the development of digital story using MIT Scratch to engage children in learning. The results showed that children enjoyed using the digital story in learning process and it allowed students to connect and develop 21<sup>st</sup> century skills. Ratminingsih and Budasi (2018) also studied about developing local culture-based picture storybooks for teaching young learners. The results found that the development of the storybooks was beneficial for young learners because the storybooks develop young learners' reading skills, create fun learning, and it can build young learners' English literacy skills. Besides, there was interesting feature of the development of the product, in which the researchers provided a lot of unfamiliar vocabularies for EFL young learners in a glossary. From those studies, it can be concluded that the novelties of the current study are in terms of the aim of the study, the additional features in the digital folktales which was supported EFL young learners, and the suitable English learning materials to be accessed in remote learning.

Based on the explanation, the development of android-based English Folktales learning material that can develop primary school students' communication skills was needed, moreover in this remote learning situation. Besides, it is also needed to provide the information or the follow-up learning activity in using the application to help the students and teachers in applying the application and its learning activities in learning from home and face to face learning. This android-based application was developed by using Design and Development research promoted by Richey and Klein (2007) which applied four stages, such as analysis, design, development, and evaluation. This android-based learning application and the follow-up learning activities was developed for the sixth-grade of primary school students and also the English teachers.

## **Method**

The study applied design and development (D&D) research with qualitative and quantitative approach. This type of research is used to develop and produce certain products.

The study was conducted in Primary School in Buleleng Regency specifically SD Negeri 1 Banjar Jawa. This school was selected to know English teachers and students' problems and needs in accessing English learning material during remote learning situations. The participants involved sixth graders students and English teachers at SD N 1 Banjar Jawa. The object was English Folktales learning material to develop students' communication skills. Thus, the data were in the form of product; digital English Folktales which were created based on students' need.

The research instrument involved questionnaire, interview guide, checklist for syllabus analysis, and expert judgment sheet. Questionnaire was applied to find out the problems and technique used in accessing English learning material in remote learning situation, students' learning interest and needs in English learning activity, and the students' attitude toward the use of android-based learning application in learning process. The questionnaire included 15 statements. Further, interview guide which consisted of 13 questions for students and 15 questions for English teachers. Checklist for syllabus analysis was used to collect information regarding the topics given in sixth grade of primary school. Then, evaluation judgment sheet was used to know the product quality that has been developed.

This research highlighted four stages in developing the product, namely analysis, design, development, and evaluation (Richey & Klein, 2007). The stages can be seen in figure 1.

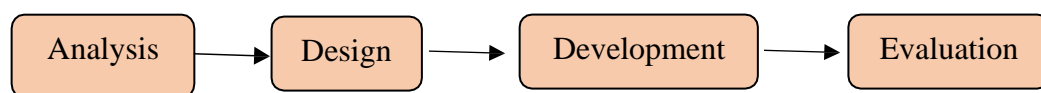


Figure 1. Design and Development Model  
(Sumber: Richey & Klein, 2007)

Regarding figure 1, there are four procedures of developing the product. The first stage was analysis. During this stage, the problems and learning needs were analyzed especially accessing English learning materials during the remote learning situation and analyzing the syllabus used in the sixth grade of primary school. The second phase was designing the product, the product was designed based on students' needs and teachers' problems to develop communication skills. The third stage was development, where the development of product was started. During development stage, *Power Point 2016*, *ispring 8.0*, and *apk builder pro* were used to develop the digital folktales. Meanwhile, *microsoft office word* was used in creating the follow-up learning activities for the digital folktales. Furthermore, evaluation became the last stage of this research, in this last stage, evaluation to the product was conducted through judgment from two experts. This evaluation was aimed at finding out the quality of digital folktales application to develop primary school students' communication skill.

After the data were collected, the data were analyzed to get the valid and authentic information. The data were analyzed through mix method; qualitative and quantitative analysis. Qualitative analysis was used to analyze the results of questionnaire and interview related to the needs and problems faced by students and English teachers in communication skills. Whereas quantitative analysis was applied to examined the results from product evaluation of expert judgment rubric. Therefore, it was analyzed quantitatively using the formula proposed by Nurkancana and Sunartana (as cited in Asmini, 2012). The expert judgment rubric used scale contained numbers 1 to 5. 5 is excellent, 4 is good, 3 is average, 2 is below average, and 1 is poor. The score was measured by using formula in table 1.

Table 1. The Formula of Data Categorization

| Score                              | Categories    |
|------------------------------------|---------------|
| $X \geq Mi + 1.5Sdi$               | Excellent     |
| $Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$ | Good          |
| $Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$ | Average       |
| $Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$ | Below Average |
| $X < Mi - 1.5Sdi$                  | Poor          |

## Results and Discussions

The steps of designing and developing the digital folktales application were explained in design, development, and evaluation step, as follows:

Analysis is the first step that should be done in developing learning material (Richey & Klein, 2007). Based on interview and questionnaire to the students and teachers, it was found that both students and teacher needed an android-based English learning materials in the form of English Folktales which was digitize into smartphone application to support them in accessing freely and easily learning material during remote learning situation as well as learning activities which can be used to develop communication skills. These results of the analysis were used as a reference for developing digital folktales to improve students' communication skills.

After conducting an analysis, the second the step is designing the product in the form android-based digital folktales. The software used to build the android app were Microsoft Power Point 2016, iSpring, and APK Builder Pro, Ibis Paint, and Microsoft Office Word. The story scenes of each folktales were drawn using Ibis Paint software, the follow up learning activities and the worksheet were created using Microsoft Office Word. The stories were put in Microsoft Power Point 2016, and it was published into HTML using iSpring, and converted into APK using APK Builder Pro. Ibis Paint software was used to create the story scenes or the illustration of the story. This learning media provides students' learning activities which were created using Microsoft Office Word. The use of these software was very useful in creating android-based learning application. In line with this, Santosa et al. (2020) who stated that technology is very effective to be used in improving the teaching and learning process.

The product was designed considering the basic competencies, topics, and the result of questionnaire and interview. The selected topics from syllabus analysis for developing this product are narrative story and fable story. From these topics, the learning material which is suitable to be develop is folktales. Indonesian folktales were chosen to be developed into learning material to increase students' understanding of Indonesian local culture. The product was designed to help young learners in developing communication skills through learning using stories and the provision of communicative follow-up learning activities. Communication skills is very important in language learning. Nowadays, foreign language learning is conducted by focusing on earning communicative competency (Myslihaka, 2016). In Hymes theory, communicative competency refers to what the speaker needs to know to be able to communicate in a social environment (Ratminingsih, 2017). In the context of English language learning, the importance of the ability to communicate in English has recently increased significantly because English has become the de facto standard (Ahmad, 2016). Therefore, it is needed to encourage the EFL students to practice and develop communication skills.

There are 7 Indonesian folktales used in the digital folktales app. The stories were divided based on the origin of the stories. The first one is folktale from Java Island, it is The Origin of Banyuwangi. The second and third folktale comes from Bali island; it is Kebo Iwa



and The Legend of Bali Strait. The fifth folktale comes from Sumatera island, it is Danau Toba. The sixth folktale is from Kalimantan island, it is The Crying Stone. The next folktale is Princess Tandampalik which comes from Sulawesi island. The last one is the folktale which comes from Nusa Tenggara Island, it is Bau Nyale. Besides, two fables are also included in this learning App. These stories are the original Balinese fables, entitled I Lutung and I Kekua and Siap Selem and Men Kuuk. The total of all folktales are 9 stories, in 4 of these stories are Balinese folktales. The target users of this application are students from schools in Bali. Thus, it is important to rebuild authentic Balinese folktales to children in this globalization era. This aims to preserve the original of the story as well as the moral values and customs as Balinese people in the story. In a study conducted by (Damayanti, 2014), she stated that a folktale reflects an aspect of culture and norms of life that should be used as a guidance in daily habits and life. Therefore, Balinese folktales are dominant in this learning app.

The application contained of six features that helps young learners to use it easily. Those are menu and functional buttons, page of the story, page of follow up learning activities, story scene, audio of telling the stories, glossary. In the menu and functional buttons, users can see other functional buttons such as home button, back-page and next-page button, and audio button. Moreover, if the users want to read the story, page of the story will be the suitable feature. In this feature, there are 9 Indonesian folktales which grouped based on the origin of the story. Meanwhile, page of follow-up learning activities helps users to provide some learning activities. Students can access link of worksheet, and can be downloaded so that they are able to use it both offline and online environment. Story scene features was provided in digital folktales with some attractive story scenes. Besides, these story scenes were also designed to give illustration for the events happened in each story. The provision of story scenes also can increase students' reading interest. The audio feature was used to provide audio related to the story that helps students spelling the words correctly. Then, glossary was applied to ease students getting the meaning of some unfamiliar words in the stories.

Developing the android-based learning media for digital folktales app is the next step after designing the product (Richey & Klein, 2007). Several steps has been conducted, including preparing the sources and pictures for story lines and scenes, write the story for digital folktales app, draw the story scenes, construct the content of digital folktales into Ms. Power Point, create live video, and develop the digital folktales application. The process of preparing pictures for story lines and scenes were collected from various sources like website and books, then the stories were re-writing to make it simpler for young learners. Then, the story adapted was written in Ms. Word which can be seen in figure 2.

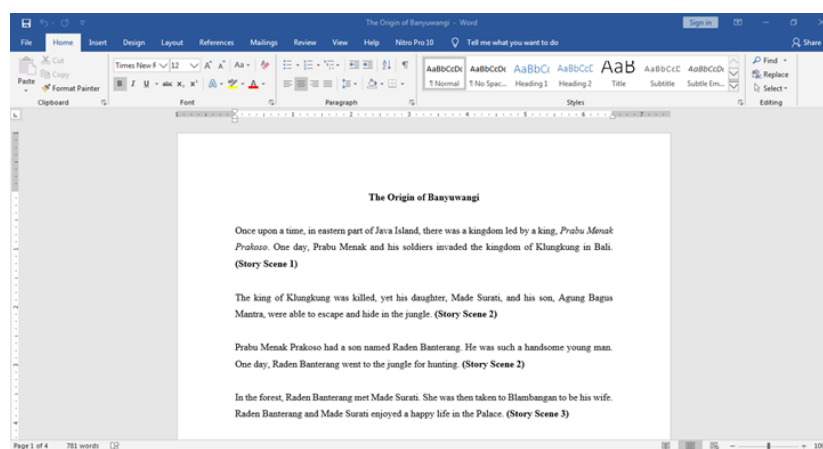


Figure 2. Writing the story in Ms. Word

After the stories were written, the story scenes were created in Ibis paint application, the process could be shown in figure 3.

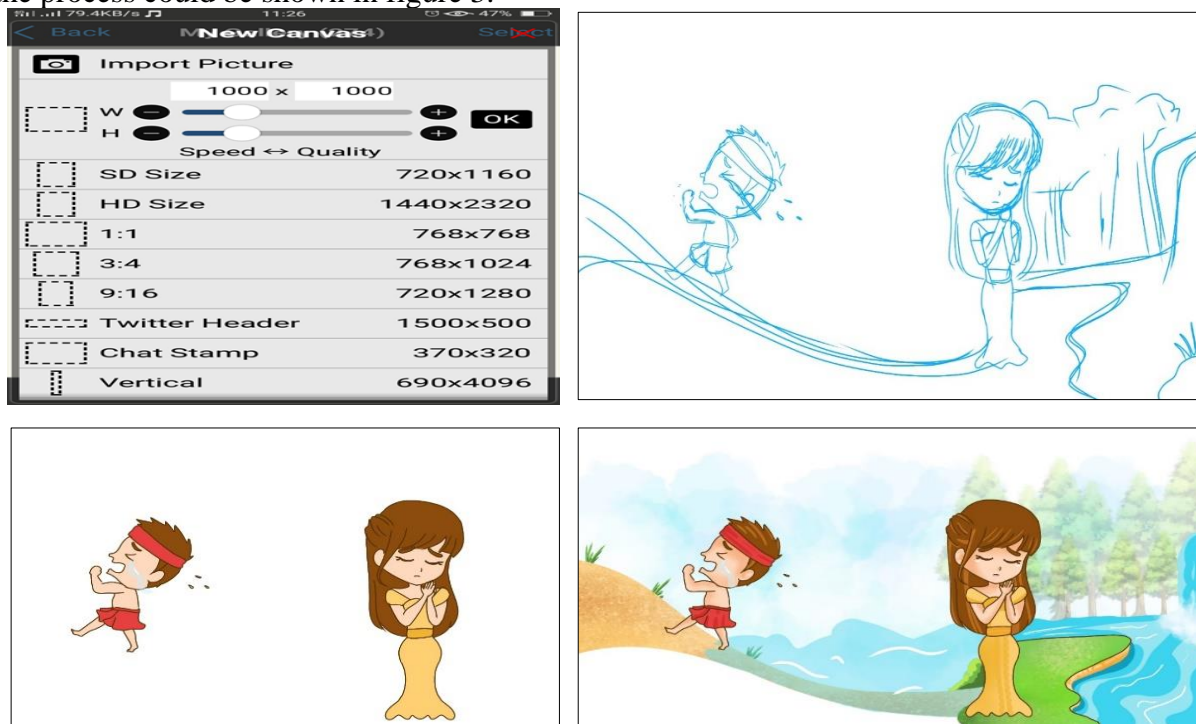


Figure 3. The Process of Creating Story Scenes

When the story scenes were created, the next procedure is constructing the content into Microsoft Power Point. In constructing the content, the developer inserted story lines and created learning activities for students. The steps could be seen in figure 4 and 5.

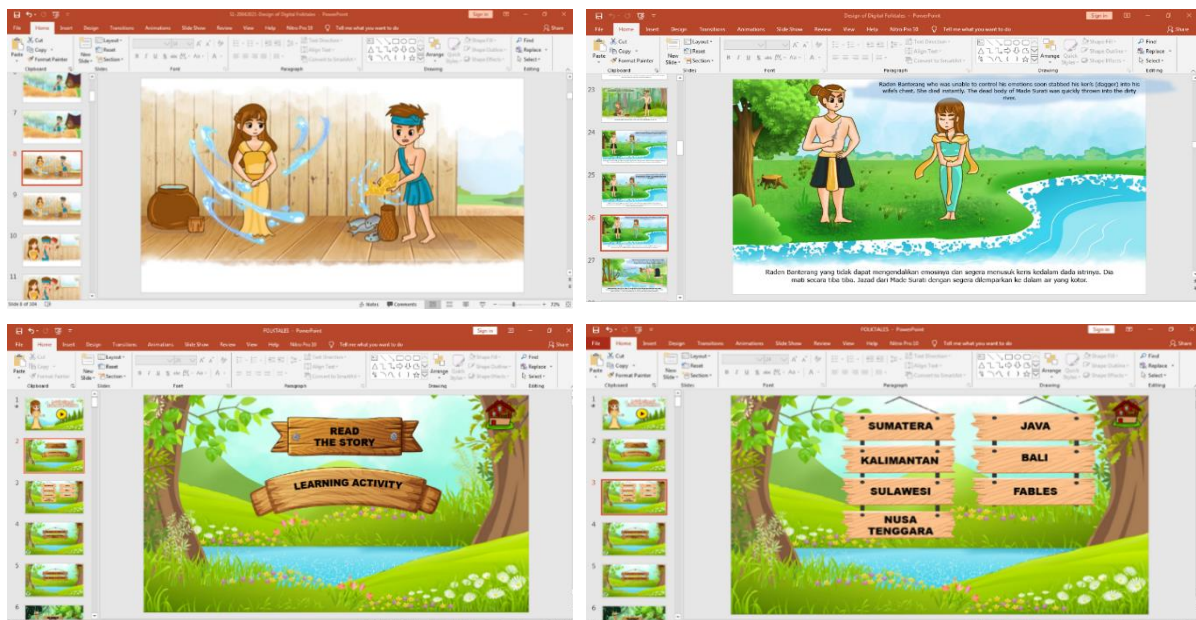


Figure 4. The Process of Inserting Story Lines

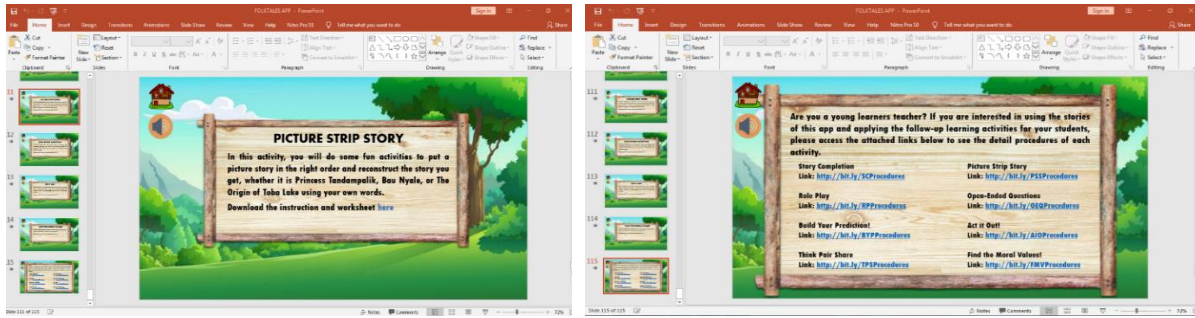


Figure 5. The Process of Creating Learning Activities

Another feature of the digital folktales is the live audio in telling the story. The presence of live audio is expected to help the user in practicing their pronunciation in English. The steps could be illustrated in figure 6.

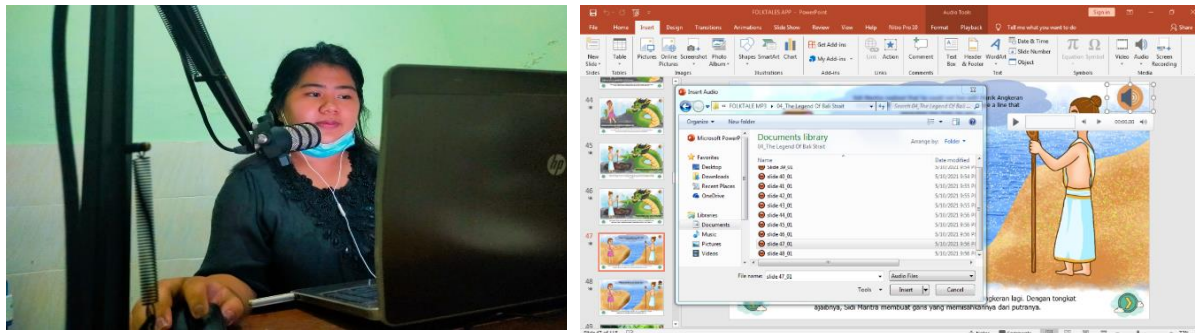


Figure 6. Process of Creating Live Video

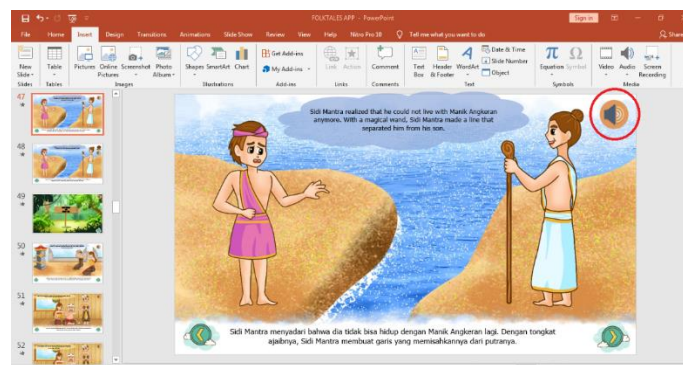
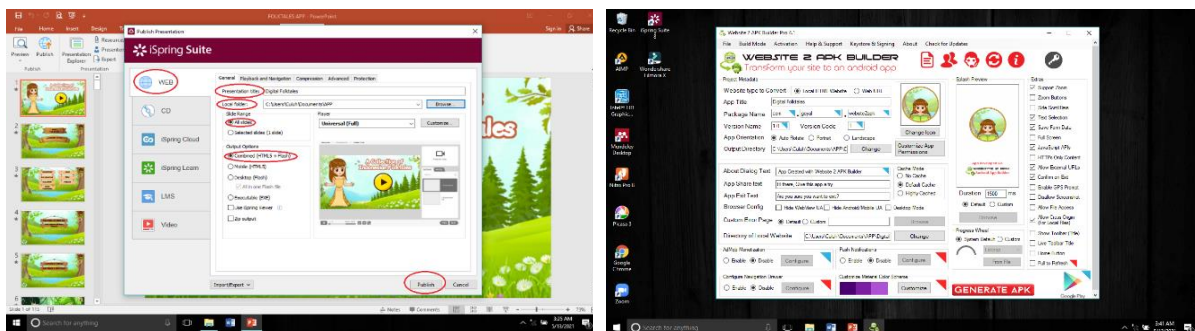


Figure 7. Process of Creating Live Video

The last step is developing digital folktales application. The software that took part in this step were iSpring 8.0, HTML, and APK Build Pro. Before developing the application, these software needed to be installed on the device. The steps in developing the digital folktales application were illustrated in Figure 7 and 8.





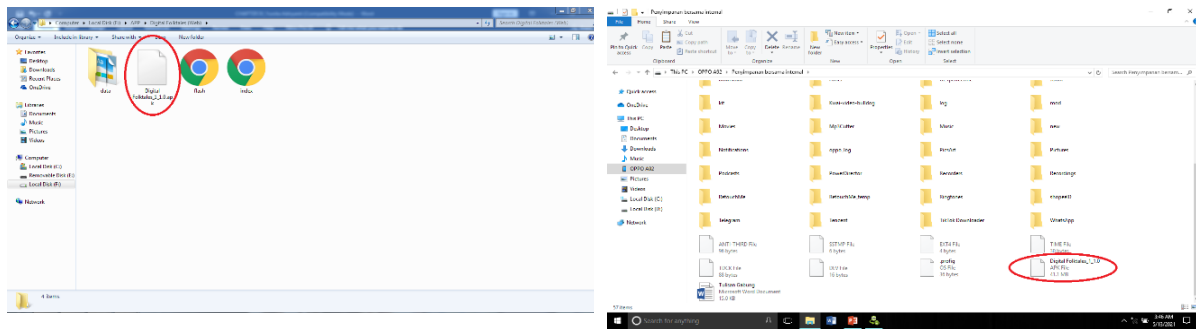


Figure 8. Process of Publishing Application

If the users want to install the application in their own smartphone, they need to copy the application file to the smartphone file. Then the application will be installed and ready to use. The process can be seen in Figure 9.

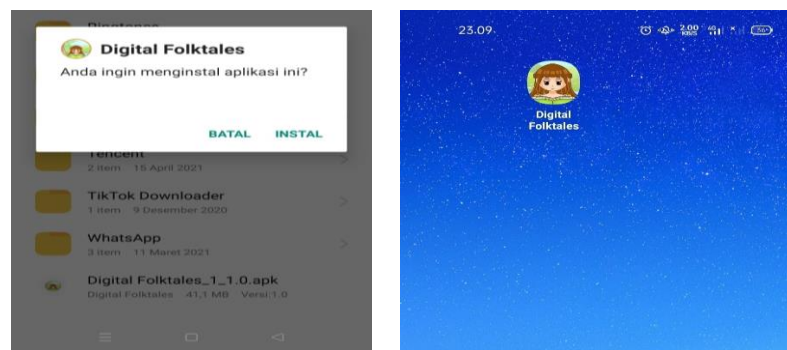


Figure 9. Process of Installing Application in Smartphone

The next step of the product development is evaluation. In the evaluation, the digital folktales application was judged using content validity judgment. The content validity judgement was used to judge the content of the digital folktales application based on the criteria of a good learning activities in developing the students' communication skills which was adapted and modified from the principles of CLT by Doughty and Long (2003) as cited in Yasin; and the characteristics of CLT proposed by Ratminingsih (2017). The result of the content validity rubric through Gregory Formula can be seen in Table 2:

Table 2. The Results of Content Validity Judgement

| <b>Judge 1 Technology Expert</b>     |            |            |  |
|--------------------------------------|------------|------------|--|
|                                      |            | Irrelevant | Relevant   |
| Judge 2<br>EFL<br>Learning<br>Expert | Irrelevant | A= 1 (17)  | B= 1 (2)   |
|                                      | Relevant   | C= 0       | D= 18<br>(1,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,20) |

$$\begin{aligned}
 \text{Content Validity} &= \frac{D}{(A + B + C + D)} \\
 &= \frac{18}{(1 + 1 + 0 + 18)} \\
 &= \frac{18}{20} \\
 &= 0.9
 \end{aligned}$$

The result of the Gregory formula shows that the value of content validity is 0.9. Since the value of content validity is above 0.7, it means more than 70% of the criteria were already reached in the digital folktales application. It could be implied that the product is valid as a digital folktales and can be applied in the teaching and learning process.

The quality judgement was filled by two expert judges, namely technology expert as the first judge and pedagogy expert in EFL learning as the second judge, both of the experts were lecturer of English Language Education Undiksha. There were 20 criteria equipped with the score in quality judgement rubric which were used by the experts to rate the quality of the digital folktales application. The minimum score in this formula was 1 while the maximum score was 5. Therefore, the minimum accumulated score was 20 and the maximum accumulated score was 100. After finding the minimum and maximum accumulated score, the analysis was continued to find the  $M_i$  and  $S_{d_i}$  in order to get the rate score of each criterion in Nurkancana & Sunartana (1992) formula. It was obtained by calculating the formula below.

$$\begin{aligned} M_i &= \frac{1}{2} (\text{Score Max} + \text{Score Min}) \\ &= \frac{1}{2} (100+20) \\ &= \frac{1}{2} (120) \\ &= 60 \end{aligned}$$

$$\begin{aligned} S_{d_i} &= \frac{1}{3} (M_i) \\ &= \frac{1}{3} (60) \\ &= 20 \end{aligned}$$

The criteria are excellent, good, average, below average, and poor. The detail calculation of the formula could be seen as followed.

Table 3. The Product's Category

| Criteria      | Score  |
|---------------|--|
| Excellent     | $x \geq M_i + 1.5 S_{d_i}$<br>$x \geq 60 + 1.5 (20)$<br>$x \geq 60 + 30$<br>$x \geq 90$  |
| Good          | $M_i + 0.5 S_{d_i} \leq x < M_i + 1.5 S_{d_i}$<br>$60 + 0.5 (20) \leq x < 60 + 1.5 (20)$<br>$60 + 10 \leq x < 60 + 30$<br>$70 \leq x < 90$ |
| Average       | $M_i - 0.5 S_{d_i} \leq x < M_i + 0.5 S_{d_i}$<br>$60 - 0.5 (20) \leq x < 60 + 0.5 (20)$<br>$60 - 10 \leq x < 60 + 10$<br>$50 \leq x < 70$ |
| Below Average | $M_i - 1.5 S_{d_i} \leq x < M_i - 0.5 S_{d_i}$<br>$60 - 1.5 (20) \leq x < 60 - 0.5 (20)$<br>$60 - 30 \leq x < 60 - 10$<br>$30 \leq x < 50$ |
| Poor          | $x < M_i - 1.5 S_{d_i}$<br>$x < 60 - 1.5 (20)$<br>$x < 60 - 30$<br>$x < 30$  |

After finding the accumulated score for each criterion in Nurkancana and Sunartana (1992) formula. The results of each quality judgement by the experts were measured. It was found that the total score of the quality judgement given by the first expert judge was 94 which

categorized as excellent. Meanwhile, the total score of the quality judgement given by the second expert judge was 100 which categorized as excellent. The high quality of expert judgement may be attributed by the colorful design, simple language and interesting content of the digital folktales. This statement is in line with Pathoni et al., (2020) who revealed that the colorful and interesting image with simple language ease students to reconstruct the concepts and storyline of the story. Conclusively, the digital folktales was categorized as an excellent Android-based English folktale learning material.

The product of this current study had relation with the previous study. The digital folktales as the product of the study was developed using story as the learning material which was digitized into android-based application, it was in line with earlier studies conducted by Vinayakumar et al. (2018) in the form of combining the digital media using story with teaching and learning practices. Additionally, the stories used in the digital folktales were some Indonesian folktales which come from many regions in Indonesia which was supported by Ellisafny et al. (2019) in which the use folktales could enrich the students' local cultural insights. Besides, the digital folktales provided glossary which consists of some unfamiliar vocabulary for EFL young learners which was supported by Ratminingsih and Budasi (2018). The digital folktales provided follow-up learning activities for the students in learning English which was supported by Rogers et al. (2019) in which the involvement of post-narrative learning activities made the English learning more relevant for students. Digital story is a good tool to integrate story, moreover folktales, with learning activities to create more engaging and exciting learning environments.

Moreover, the digital folktales had interesting pictures to illustrate the story scenes of the story. The provision of interesting animated pictures can be used to attract young learners in learning. This was supported by Amelia and Abidin (2018) in terms of the use of animated pictures in digital story, animated pictures in digital storytelling gave high motivational effect and fun for young learners. Besides interesting pictures, the digital folktales provided story audio to help the student, moreover EFL young learner, in pronouncing some vocabularies correctly. It was supported by Andayani (2019), in which the insertion of audio of the story was a good point to help the EFL students to practice the correct pronunciation. Thus, the digital folktales can be used to help the students to learn English effectively especially basic level learners which was supported by Choo et al. (2020) and Rahimi and Yadollahi (2017) in which digital story could help young learners in English learning process. Rahman et al., (2019) also mentioned the digital folktales can fulfill the needs of children with learning problems. The folktales have two major function such as entertainer and educator (Uche & Nwakaego, 2018).

However, the product of this current had differences with those previous studies. The digital folktales application was not only developed for helping the sixth-grade student to learn English, but also assisting the students to develop communication skills through the provision of follow-up learning activities, which can be implemented in both face-to-face meeting and learning from home activities, which were designed to reach the communicative learning. Besides, digital folktales is easy to use because it was designed by adjusting the target users of this product, they are the young learners. Moreover, the digital folktales application, can be accessed with low cost because the users are required to use internet quota only once to download the learning activities and it can be saved for a long time, it is because the digital folktales was specifically developed to support students and teacher in accessing English learning materials during the implementation of remote learning situation while learning from home. Thus, the implication of the study is that this app is also suitable for primary school students in learning English to develop the other 21st century skills, such as creativity, critical thinking, and collaboration skills. It is because the follow-up learning activities do not only

achieve the essence of communication skills, but these also integrate creativity skills in completing the task using their own efforts, critical thinking by solving the problems exist, and collaboration skills by having peer discussion.

## Conclusion

Based on findings and discussion, it can be simplified that the conclusions, i.e. the development of digital folktales application contain of 7 Indonesian folktales, 2 Balinese fables, and 8 follow-up learning activities; this application was highly relevant to the twenty criteria of a good android-based learning application and learning activities to develop communication skills with some revisions; after the revisions on the content, the digital folktales was categorized as excellent. Thus, the digital folktales was categorized as excellent android-based English learning materials in developing the sixth-grade students' communication skills. Regarding those conclusions, both students and teachers are highly recommended to apply digital folktales application in developing communication skill during teaching and learning process. By using this learning application, the students can access English learning materials easily while at school or during remote learning. Besides, teachers also can encourage students to use the digital folktales application during learning from home to practice their English language skills.

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