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Designing Local Folktales Based English Grammar Instructional Materials with the PACE Model Procedure

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Abstract

Background/purpose. This study aimed to identify the students' needs for English grammar instructional materials based on local folktales, with the PACE model as the teaching procedure, design a prototype of instructional materials, and examine the efficacy of the developed instructional materials.

Materials/methods. We employed the ADDIE Research & Development model. Data was collected through multiple techniques. Questionnaires were distributed to gather information about the needs of students. To ascertain the quality of the designed instructional materials, an expert evaluation was conducted, observations and forum group discussions were conducted, and questionnaires were administered. Pre- and post-tests were administered to examine the efficacy of the instructional materials.

Results. Results of the need analysis revealed that most students needed instructional materials based on the local folktales with specific PACE model procedures. The developed instructional materials were categorized as valid based on expert validation, classroom observations, forum group discussions, and questionnaires. Additionally, the results of the pre-and post-tests indicated that the instructional materials were effective.

Conclusion. The implication is that the instructional materials developed with the inclusion of local folktales and oriented to the PACE model procedure are of great importance and, therefore, will likely become primary instructional materials for teaching English grammar.

1. Introduction

For most English language learners, grammar constitutes an essential sub-skill of English. English grammar is regarded as a crucial element (Ameliani, 2019; Aniuranti & Rizkina, 2019; Effendi et al., 2017; Hos & Kekec, 2015; Nawira et al., 2019; Yuliyanto & Fitriyati, 2019; Yusnitasari & Suwartono, 2020). Low grammar comprehension will lead to poor learning outcomes when learning a foreign language (Chiou, 2019). A mastery of English language abilities is significantly influenced by grammar (Aziz, 2020). In summary, grammar is considered a crucial element of language learning.

Even though grammar is undeniably important, it may be frightening for students. Ameliani (2019) argues that grammar is a crucial component of language that is troublesome to understand. According to Utomo & Ahsanah (2020), most students know that mastering English grammar is complex. The difficulties encountered by students transferring to English are exacerbated by the lack of Indonesian language in specific grammatical elements, such as intricate tense patterns and explicit subject-verb agreement norms (Kifli & Nasution, 2023). The linguistic distinctions between the Indonesian and English grammar systems significantly impact how well students understand and apply particular grammar concepts.

Learners of English grammar frequently consider grammar to be a challenge. Yunita et al. (2018) point out that most students in the EFL context feel that acquiring English grammar is challenging, particularly those at a lower proficiency level. It has been discovered that students at different stages encounter numerous challenges and issues when studying English grammar (Ajaj, 2022). These issues can be linked to outdated teaching methods, unsuitable curricula, and the students' lack of enthusiasm. It is clear that teachers cannot vary the ways they teach English grammar, do not prioritize contemporary communicative teaching activities, and that students are not very motivated to learn grammar because of the unsuitable setting and resources.

Moreover, some teachers generally use the Grammar Translation Method when teaching English grammar to focus on the mechanical memorization of grammar points while ignoring the rules governing students' physical and mental development. Effendi et al. (2017) states that many students thought grammar was a hard and boring topic. They do not receive good learning results in grammar since they dislike learning it. This may significantly decline the students' comprehension of grammar and their inability to apply grammar to real-world communication (Li & Tuo, 2023).

In this study, the students in Vocational High Schools in Banyumas, Central Java Province, Indonesia, also encounter problems in learning English grammar. According to informal talk with three teachers involved in this study, their students still have difficulty with productive English skills (writing or speaking) due to limited knowledge of grammar. Therefore, the teachers assist the students by teaching grammar in an integrated manner.

In Banyumas Regency, Indonesia, where this research was conducted, there are various folktales namely the story of Curug Cipendok (Cipendok waterfall), the legend of Pohon Tembaga (Copper Tree), Kadipaten Penyarang (the Dutchy of Penyarang), Baturraden, Sepatnungga, Babad Ajibarang: Djaka Mruyung, Babad Sokaraja: Raden Kuncung, Babab Pasir Luhur, Tragedi Sabtu Pahing etc. In this research, we used two of the folktales mentioned called Curug Cipendok (Cipendok waterfall) and the legend of Pohon Tembaga (Copper Tree) to teach narrative text grammar element (the past simple) through the implementation of Presentation, Attention, Co-construction, Extension (PACE) Model procedure. According to the English teachers involved in this study, the folktales were translated into English and then implemented in teaching the past simple as the most frequently taught language features.

The past simple tense is often defined as one of English tenses used to express the past activities. Furthermore, the past simple is used to express the activities completed in the past, or we can say

the activities started and ended in the past time. In using the past simple, we may use adverbs of time such as this morning, yesterday, last…, …ago, in 1993 (Azar, 2003; Fitrianto & Septiana, 2024; Pyle & Page, 2002). The past simple consists of active and passive forms, which were the focus of this study. The instructional materials designed teach the students to comprehend the past simple's positive, negative, and question forms.

There are several inquiries related to this study. Several studies on the PACE model include descriptive and experimental research. González-Bueno (2021) conducted descriptive research on how the PACE model and its modifications, namely S-PACE, are used in the English grammar learning process. He describes various approaches that can be used in teaching English grammar, including the PACE model. Additionally, some studies have proven the PACE Model effective (Aniuranti et al., 2022; Groeneveld, 2011; Li & Tuo, 2023; Yunita et al., 2018). Furthermore, for research on local Banyumas folklore, most studies focus on teaching moral values through these folklores. Khoeriyah et al. (2018) investigated local culture and values reflected in the Babad Banyumasan (The type of literary work incorporating historical events originating from the Banyumas Regency). Setyaningsih et al. (2020) researched character education learning materials development with Banyumas folklore entitled Tragedi Sabtu Pahing. Insif et al. (2022) researched the effectiveness of one of Banyumas folktales, namely Babad Pasir Luhur, for teaching the Past Simple Tense. Sutrisno et al. (2023) explored the religious values contained in several Banyumas folktales. In short, Banyumas folktales have not been utilized as grammar learning materials with integrating the PACE model.

Based on the preceding explanation, this study has the following three research objectives:

1. finding out the students' need for English grammar instructional materials based on the local folktales with the PACE model being the teaching procedure;

2. developing the prototype of instructional material;

3. examining the efficacy of the developed instructional materials.

2. Literature Review

The issues in grammar learning and the traditional ways of grammar teaching can be solved by the appropriate procedure implemented in teaching grammar materials, such as using the PACE model. PACE model underlines form and meaning and takes a point to present grammar with a broader picture. The method by which teachers and students build knowledge while teaching grammar in various real-world contexts is the main focus of the PACE model. To combine grammar form, meaning, and use, linguists Adair-Hauck and Donato implemented this model into grammar instruction (Li & Tuo, 2023). Yunita et al. (2018) explain that the PACE Model formulated by Adair-Hauck and Donato consists of four stages, namely presentation, attention, co-construction, and extension. Presentation means that the instructor presents meaningful language content. Attention means that teachers lead the students' attention to language forms. Co-construction means that teachers have to work with students to construct grammar rules. The teachers use communication, analysis, and explanation to help students understand grammar principles. Extension is the process by which teachers give the students additional resources to help them solidify the grammar principles they have learned.

Teaching grammar with the PACE model as a top-down approach can be implemented by presenting the entire text, including many examples of target grammar, and then focusing on more specific grammatical elements. Adair-Hauck and Donato in González-Bueno (2021) further argue that introducing a text-based learning approach is like giving a clue into the explanation of grammar, and the activity emphasizes the teaching of crucial grammatical elements.

One method for teaching and studying EFL is text-based learning, also known as the genre-based approach. Since the introduction of competency-based curricula in Indonesia, it has become one of the prevailing trends in EFL instruction and learning in secondary schools. Through texts, it can connect theory to practice to have profound understanding and clear insights as a solid foundation for conducting teaching and learning processes (Arimbawa, 2012).

Among the various English texts, narrative is one of the genres taught in Vocational High Schools in Indonesia. Narrative text is generally defined as a fictional or imaginative story told chronologically through the characters' experiences to entertain or amuse readers (Batubara, 2013; Muliani et al., 2019; Rizqon et al., 2021). Furthermore, Fakeye and Fakeye (2016) point out that narrative can be categorized as either fictitious, non-fictional or a combination of the two. An imaginary narrative recounts a story that took place in a fictional universe in a fictional narrative. Folktales or folklores, Fairy tales, science fiction, fables, horror stories, myths, and legends are all included. On the other hand, a non-fictional narrative, which is also a factual narrative, tells a story from a genuine person. It contains slice-of-life stories, ballads, historical narratives, and first-hand accounts.

Gerot and Wignell in Marzona & Ikhsan (2019) mention that the generic structure of narrative texts is orientation (describing the scene or problematic events and informing the readers of the characters and the location), evaluation (telling the sequence of events, which is talking about past activity or event), complication (talking about the crisis that arises), resolution (talking about the crisis is resolved), and re-orientation (giving a brief summary aimed at giving or submitting a moral value to the readers). In addition, Muliani et al. (2019) list four generic narrative structures: orientation (which explains the story's background, including the setting of time and place and character introductions); complication (which leads the reader to the story's climax by presenting the reader with the main character's problems); resolution (which informs the reader whether the problems are resolved happily or tragically); and re-orientation (which provides the readers with any important lessons that can influence their identities or mindset to live in society). Moreover, Fakeye & Fakeye (2016) explain that in traditional perspective, narrative texts consist of orientation (The writer introduces the characters, time, and place of the story written), complication (The main character in the story overcomes the problem), and resolution (The story is ended with problem solving). In short, the theories mention the same narrative structure, but Gerot and Wignell in Marzona & Ikhsan (2019) explain in more detail than the two theories.

Another essential topic generally studied by students in Indonesia is language features. According to Gerot and Wignell in Marzona & Ikhsan (2019), there are several language features in narrative text called the first or third person, material process (action verb), past tense, temporal circumstances and conjunctions which describe place and time, and several behavioral and verbal process, and relational process of doing or revealing what happened and what someone do or what is done. Muliani et al. (2019) also mention several specific grammatical aspects used in narrative texts. They are the past tense (She walked slowly), time conjunctions or connectives (after, before, one day), adverbial phrases or adverbs (there, in the place), pronouns (she, it, they), noun phrases (red apple, old man), and action verbs (smiled, walked). Overall, narrative stories have several language elements required by English learners.

The appropriate media for internalizing cultural understanding in teaching English grammar is folklore-like narrative. In a world where intercultural competency is becoming increasingly important, English teachers serve as more than just language instructors; they are also facilitators in maximizing students' cultural understanding (Hua & Le, 2024). Folklores typically convey a moral or inferential lesson and cover all social classes, and typically have unknown or unrecognized authors (Sayeef, 2019). They can be stories, traditional knowledge, and cultural ideas passed down orally and frequently lacking a written language (Bhat, 2024). Some authors first gathered and recorded folklore

for cultural preservation solely because they believed that particular aspects of folklore were disappearing (Ihueze, 2015).

Folklore includes folktales. Folktales as oral literary texts can be used as pedagogical language teaching resources. However, the richness and potentials of folktales are sometimes underutilized in today's language classrooms. A folktale is a customary narrative that was transmitted orally prior to the invention of writing systems (Lwin, 2015). In order to live comfortably in a multicultural environment, folktales assist the community in maximizing its assets (Mantra & Kumara, 2018). Additionally, by comprehending folktales, children can improve their language abilities while learning valuable information about their culture or other cultural values, beliefs, history, traditions, and customs that have been cherished in their society or other communities. Students' motivation, self-awareness, cultural awareness, and linguistic awareness may all be enhanced by folktales.

3. Methodology

3.1. Research Design

We employed the ADDIE Research and Development model (Dick et al. in Maydiantoro, 2021). This Research and Development (R&D) model consists of five primary stages: analysis, design, development, implementation, and evaluation. This model was chosen for its flexibility, adaptability, and focus on evaluation and feedback. In this research, students' need analysis questionnaires were used to complete the analysis phase, and the results of the questionnaires were employed to guide the design of the instructional materials. In the development phase, we sent the initial design to three different expert validators and then revised the materials based on their comments and suggestions. The revised materials were examined twice (implementation stage) in three schools. At the end of each trial, the materials were evaluated and revised. Further, the students were given examinations and questionnaires as part of the last evaluation phase.

3.2. Participants

This study involved 89 eleventh-grade students, 23 male and 66 female, in three different vocational high schools (2 in Ajibarang district and 1 in Kembaran district) in Banyumas, Central Java Province, Indonesia. It also involved the teachers where the research was conducted. In addition, three experts were recruited to serve as instructional materials prototype validators. The validators are senior lecturers who are experts on material development and linguistics.

3.3. Data Collection

We utilized multiple techniques to collect data. To gather information on students' needs, we administered questionnaires.To ascertain the quality of the designed instructional materials, an expert evaluation was carried out, observations and forum group discussions were conducted, and questionnaires were administered. Pre- and post-tests were administered to examine the efficacy of the instructional materials. In preparing the instruments for data collection, we adapted them from several relevant sources: need assessment questionnaires (Aziz, 2020), tests (Allen, 1974; Azar, 2000; Folse, 1983; Murphy, 2019), observational sheets (Astuti, 2012), validation sheets (Saputri, 2023), students' perception questionnaires (Khafidoh, 2011). The research team, consisting of three members, conducted peer- reviews on those instruments so that final instruments were revised in accordance with the feedback. The data was gathered in July-October 2024.

3.4. Data Analysis

The data gathered was analyzed using descriptive statistics, i.e., mean (average score) and percentage.

4. Results

The results of the data analysis based on the research objectives are presented as follows:

4.1. Students' needs for English grammar instructional materials based on local folktales with PACE Model

The questionnaires comprise 18 items. Items 1-8 were intended to see students' general background or condition. From the survey questionnaires, we found the following. First, although most students (59.49%) had studied English since elementary school, they still felt that their English level was low (48.10%), so most students (59.49%) thought that understanding English material was problematic and they frequently had difficulties (48.10%). Second, most students (72.15%) liked English lessons and most students (53.11%) felt that English lessons were important, even 40.50% of students felt that English lessons were totally essential. Third, the English learning strategies preferred by most students (54.43%) were studying individually, in pairs, and in groups. Fourth, most students (87.34%) were satisfied with the English learning materials at school. Detail is displayed in Table 1.

Table 1. General Conditions of the Students

No	Question	Answer			
		A	B	C	D
1	When did you start learning English?	Kindergarten (10.12%)	Elementary School (59.49%)	Junior High School (30.37%)	Senior High School (0%)
2	Do you like English?	Extremely Like (5.06%)	Like (72.15%)	Dislike (22.78%)	Extremely Dislike (0%)
3	Do you think English is important?	Extremely important (40.50%)	Important (53.18%)	Not Important (5.06%)	Extremely Not Important (1.26%)
4	Do you find it easy to understand English learning materials?	Extremely Easy (0%)	Easy (34.17%)	Difficult (59. 49%)	Extremely Difficult (6.32%)
5	Do you have difficulty in learning English?	Always (8.865)	Often (48.10%)	Sometimes (43.03%)	Never (0%)
6	What kind of English learning strategy do you prefer?	Studying Individually (10.12%)	Studying in Pairs (8.86%)	Studying in Groups (26.58%)	Studying Individually, in Pairs, and in Groups (54.43%)
7	Are you satisfied with the English learning materials at school?	Extremely Satisfied (1.26%)	Satisfied (87.34%)	Dissatisfied (10.12%)	Extremely Dissatisfied (1.26%)
8	What level is your English at now?	High Level (0%)	Medium Level (46.83)	Low Level (48.10%)	Extremely Low Level (5.06%)

Items 9-18 were prepared to assess the students' needs for English grammar instructional materials, local folktales, and PACE Model. We found the following facts. First, most students (70.88%) were interested in learning English grammar, and their goals in learning grammar were varied, but most (35.44%) learned grammar to practice good English language structure. Second, most students (78.48%) liked the English grammar learning system, and 75.94% of students taught that they needed grammar learning materials. Third, 75.94% of students stated that learning materials could help them achieve proficiency in grammar, and 58.22% stated that the grammar materials needed were simple and practical. Fourth, 55.69% of students also felt that illustrations, pictures and examples in grammar learning were totally needed. Fifth, most students (59.49%) did not know the PACE Model. Sixth, most students (48.105) did not know Banyumas folktales, and most (48.0%) only knew 1-2 stories. Table 2 describes the full result of the analysis.

Table 2. The Students' Needs for English Grammar Instructional Materials, Local Folktales, and PACE Model

No	Question	Answer			
		A	B	C	D
9	Are you interested in learning English grammar?	Extremely Interested (5.06%)	Interested (70.88%)	Uninterested (21.51%)	Extremely Uninterested (2.53%)
10	Do you like the English grammar learning system at school?	Extremely Like (1.26%)	Like (78.48%)	Dislike (18.98%)	Extremely Dislike (1.26%)
11	Which of the following statements is your goal in learning English grammar?	To be able to understand English well (30.37%)	To achieve English language skills (3.79%)	To practice good English structure (35.44%)	To understand and practice English so that it can be understood by others (30.37%)
12	Do you need English grammar learning materials?	Extremely Need It (21.51%)	Need It (75.94%)	Do Not Need It (2.53%)	Extremely Do Not Need It (0%)
13	Can the learning materials help you achieve proficiency in English grammar?	Extremely Helpful (11.39%)	Helpful (75.94%)	Not Helpful (12.65%)	Not Helpful at All (0%)
14	Do you need simple and practical English grammar learning materials?	Extremely Need It (40.50%)	Need It (58.22%)	Do Not Need It (1.26%)	Extremely Do Not Need It (0%)
15	Do you know the learning method with the PACE	Completely Know (0%)	Know (36.70%)	Do Not Know (59.49%)	Completely Do Not Know (3.79%)

		Extremely Important (37.97%)	Important (55.69%)	Unimportant (5.06%)	Extremely Unimportant (1.26%)
16	Do you think illustrations, pictures and examples in learning English grammar are important?				
17	Do you know Banyumas folktales?	Completely Know (2.53%)	Know (46.83%)	Do Not Know (48.10%)	Completely Do Not Know (2.53%)
18	How many Banyumas folktales do you know?	More Than 5 (2.53%)	3-5 (46.83%)	1-2 (48.10%)	None 2.53%

(Row continuation from previous page:) model (Presentation, Attention, Co Construction, and Extension)?

4.2. The designed prototype of the English grammar instructional materials based on local folktales with PACE Model

The results of the needs assessment were used as the basis for designing the initial draft of English Grammar instructional materials based on local folktales with the PACE Model. Having had discussion with the teachers, we decided to focus on the past simple to be included in the language features in narrative texts. The decision was based on the following reasons. As mentioned earlier, the Banyumas folktale belongs to narrative texts. Secondly, teaching all language features of narrative text takes a lot of time while only 2- 3 meetings are allocated. A sample portrait of the initial draft of the English grammar instructional materials based on local folktales with the PACE Model is given in Figure 1.

Figure 1. The Initial Draft of the English Grammar Instructional Materials Designed

The stages of the initial draft of the designed materials are Presentation, Attention, Co Construction, and Extension. In the presentation stage from the draft, the teachers read a folktale from the City of Banyumas, entitled Pohon Tembaga (the Copper Tree) and the students listened to the teachers and noted down the past verbs and be (was, were) used in the past simple sentences. In the attention stage, the teachers distributed the text of Pohon Tembaga then the students underlined the past verbs and be (was, were) in the text. In the Co Construction stage, the teachers divided the students into groups of 3 or 4 and asked the students to discuss the past simple deeper and the teachers walked around the class to monitor the progress of the group discussion. The teachers then asked some questions such as the past simple function, pattern (positive, negative, and interrogative sentences), and examples in the Indonesian language. Next, they discussed the past simple deeper. In the extension stage, the students did the exercises of completing a folktale entitled The Story of Curug Cipendok (Cipendok Waterfall) and writing several sentences in the past simple.

After the initial draft was complete, we sent it to three expert validators recruited to assess the feasibility of the material content and language. The validators were asked to fill out a validation sheet provided. They assessed the conformity of the materials based on local folktales with the stages the PACE Model, the completeness of the materials with systematic sequences and arrangements, the motivating unsure of the materials for vocational high school students in learning grammar through the PACE Model with local folktales, and the conformity of the materials with the level of students' ability. The feasibility of the language was assessed from the aspect of materials understandability with language acceptability, the conformity of the language use with the correct Indonesian language rules, the conformity of the language use with the students' thinking skills.

The validators presented the evaluation result and discussed it with us in a Forum Group Discussion (FGD). From the validation results, the three validators valued the material as valid/feasible for the trial with an average feasibility percentage reaching 98.3%. Several inputs were used to develop the material before the trial process. First, the focus of the material can be expanded to the passive form of the past simple. Second, there should be an addition of audio for the list of irregular verbs and the addition of a list of difficult vocabulary for the two local folktales used. Third, brainstorming is necessary in the presentation stage before the teachers read the folktale, and reflection activities are carried out at the end of the lesson. The following is the portrait of the material after being revised based on the inputs from the expert validators.
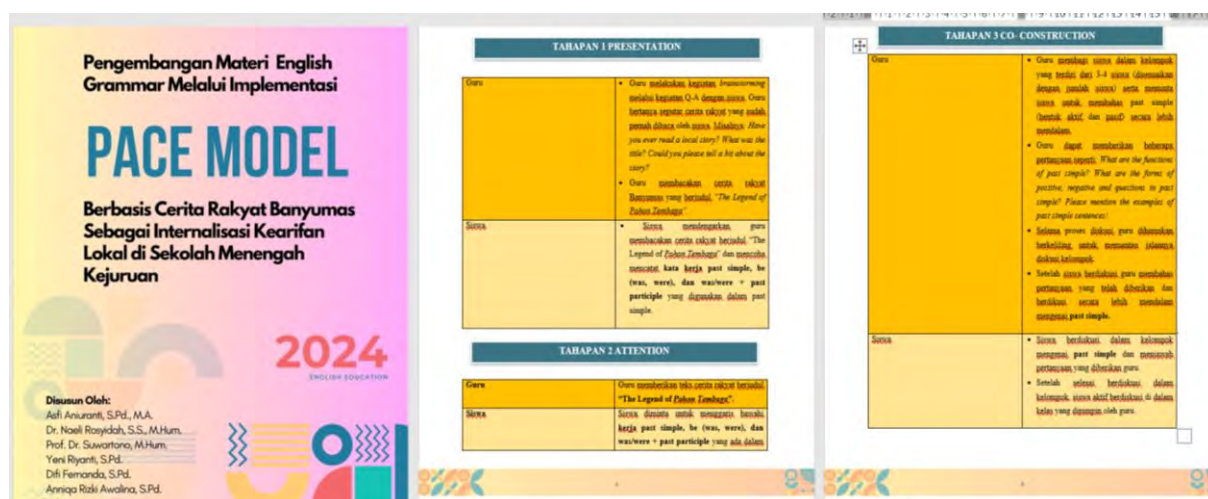

Figure 2. The Revised Version of the English Grammar Instructional Materials Designed

The materials were developed in the revised version, and there were some changes based on the inputs. As seen in the picture, there was an addition of teachers' brainstorming with a question-answer session with the students concerning local folktales the students had ever read previously in the presentation stage. Then, the teachers read the legend of Pohon Tembaga to the students. While

listening, the students noted down the past simple verbs, be (was, were), or be (was, were) +past participle in passive forms. In the attention stage, there was a similarity with the initial draft in which the teachers distributed the text of the Legend of Pohon Tembaga and the students underline the past simple verbs, be (was, were), or be (was, were) +past participle in the text. In the co-construction stage, the steps were generally the same as those in the initial draft. The change was merely on the students' deep discussion on the past simple in active and passive forms. Furthermore, the use of English in the questions or instruction such as "What are the functions of the past simple? What are the forms of positive, negative and questions in the past simple? Please mention the examples of the past simple sentences!" was preferable. In the extension stage, the activities were the same as those in the initial draft. The addition was on the self-reflection after doing the exercises.

The next process is a trial of the material in the three schools. Before the trial, we administered a pre-test to measure students' initial abilities. The results of the pre-test reached an average score of 23.36. This score was still relatively low and was expected to rise after the material trial process. After the pre-test, we conducted trial phase 1. English teachers from the three schools implemented the PACE Model through the use of Banyumas folktales namely The Legend of Pohon Tembaga (Copper Tree) and The Story of Curug Cipendok (Cipendok Waterfall) to teach the past simple tense (active and passive forms). We observed the teachers and the students in the three different schools during the trial process. After the implementation process, students were asked to fill out a closed questionnaire. The questionnaire was used to allow students to assess the material that had been tested in their class. The questionnaire result can be seen in the following table.

Table 3. Students' Voices about The Implementation of PACE Model Using Banyumas Local Stories in Trial 1

No	Statement	Choices				
		1 (Extremely Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Extremely Agree)
1	The stages in teaching grammar are clear.	1.3%	3.8%	49.4%	46.8%	7.6
2	Teaching model used helps the students to understand the grammar material taught.	0%	1.3%	39.2%	54.4%	7.6%
3	Teaching model used motivates the students to learn more and be more confident.	1.3%	2.5%	31.5%	59.5%	7.6%
4	Banyumas local stories used are interesting.	0%	2.5%	31.6%	58.2%	10.1%
5	Banyumas local stories used help the students to understand English grammar.	0%	2.5%	44.3%	49.4%	7.6%

Items 1-5 are used to reveal students' opinions about the implementation of the English grammar instructional materials based on Banyumas folktales with the PACE Model procedure. As can be seen from the table, the students' opinions fall within positive category.

Table 4. Students' Voices about English Grammar Teaching Material in Trial 1

No	Statement	Choices				
		1 (Extremely Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Extremely Agree)
6	English grammar material taught is clear.	0%	2.5%	41.8%	53.2%	5.1%
7	English grammar material taught is easy to learn.	0%	3.5%	54.4%	40.5%	15%
8	The language used is clear.	0%	2.5%	38%	57%	5.1%
9	The letters used are clear.	1.3%	0%	21.5%	68.4%	11.4%
10	The exercises given were clear.	0%	2.5%	35.4%	60.8%	3.8%

Items 6-10 in the questionnaire were used to find out students' opinions about the material tested. The table shows that the students' perceptions tend to be positive.

In addition, to explore teachers' opinions and share observation results on the material tested, we also conducted forum group discussion. Here are some FGD results:

1. At the Presentation stage, it was better to use shorter folktales recorded to avoid mispronunciation.

2. At the Attention stage, discovery learning activities were preferable to understand the grammar concept, so the teachers did not need to explain directly.

The following is a picture of the material after undergoing the revision process.

Figure 3. Second Revised Materials After the First Trial

The developed materials after the first trial were seen in Figure 3. The stages are the same as those in the PACE model. In the stage of Presentation, teachers conducted brainstorming then played a recording telling the story of Curug Cipendok. While listening, the students were asked to note down the past verbs, be (was, were), or be (was, were) + past participle from the story. The text entitled the story of Curug Cipendok was shorter than that of the Legend of Pohon Tembaga. Afterward, the teachers discussed the result of the students' notes. In the attention and co-construction stage, there was no huge alteration. The focus was still on the students' discussion and teachers' explanation of the past simple in active and passive forms deeper. In the extension stage, the students were requested to do exercises by completing the story of Pohon Tembaga and writing sentences of the past simple in active and passive forms. Finally, they had a self-reflection.

The next phase was the second trial at the same three school. We used the revised materials to teach the past simple, and the teachers taught it based on the phases in PACE Model. During the application of the material, we observed the teaching and learning process, and conducted the FGD with the teachers to obtain some feedbacks. Here are the results of the FGD.

1.   The audio used in Presentation stage was helpful, and the students became more focus in listening.
2.   While the students listened to the story, they were asked to complete a table. We decided to provide two or three examples to assist the students.

At the end of Trial 2, the students were also requested to complete closed questionnaires to evaluate the materials utilized. The students' perceptions about the trial can be seen in Tables 5 and 6.

Table 5. Students' Voices about the Implementation of PACE Model Using Banyumas Local Stories in Trial 2

No	Statement	Choice				
		1 (Extremely Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Extremely Agree)
1	The stages in teaching grammar are clear.	0%	2.20%	20.20%	57.30%	20.20%
2	Teaching model used helps the students to understand the grammar material taught.	0%	0%	12.40%	74.20%	14.60%
3	Teaching model used motivates the students to learn more and be more confident.	0%	0%	24.70%	59.60%	15.70%
4	Banyumas local stories used are interesting.	0%	1.10%	10.10%	64%	24.70%
5	Banyumas local stories used help the students to	0%	2.20%	23.60%	59.60%	14.60%

understand English
grammar.

Based on Table 5, the students' perceptions of the materials implemented in Trial 2 became more positive. The highest percentage of each item was on the "Agree" choice. This reflects that most of the students responded positively to the utilization of Banyumas folktales based on the PACE Model.

Table 6. Students' Voices about English Grammar Teaching Material in Trial 2

No	Statement	Choices				
		1 (Extremely Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Extremely Agree)
6	English grammar material taught is clear.	0%	0%	10.10%	73%	16.90%
7	English grammar material taught is easy to learn.	0%	2.20%	29.20%	60.70%	7.9%
8	The language used is clear.	0%	0%	19.10%	55.10%	25.80%
9	The letters used are clear.	0%	0%	4.5%	66.30%	29.20%
10	The exercises given were clear.	0%	0%	19.10	62.90%	18%

Items 6-10 of the questionnaire were used to gather students' opinions about the tested material. It can be seen that students' perceptions tended to be more positive because the highest percentage of students are in the options "Agree" choice. After all the phases are completed, here is the final sample figure of the developed materials.
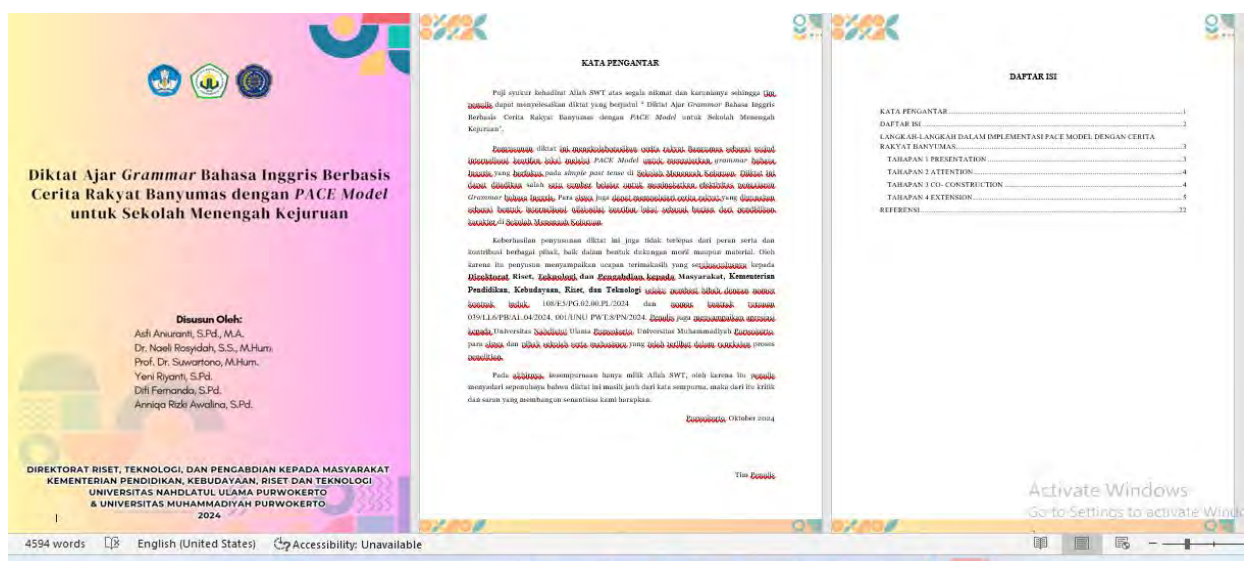
Figure 4. Final Revised Materials after the Second Trial

4.1. The efficacy of English grammar instructional materials based on local folktales with PACE Model

The last research objective was the efficacy of the materials designed. We analysed the efficacy of the English grammar instructional materials from the result of pre-test and post-test. The test presented 40 different questions of multiple choices about the past simple in active and passive forms of simple sentences. The tests were administered before the first trial and after the second trial. The numbers of the students taking the tests varied. School A consisted of 22 students, school B 38 students, and school C 33 students. The test results showed that the pupils' mean score rose from 23.36 to 34.88. More details on test results across the schools can be seen in Figure 5.
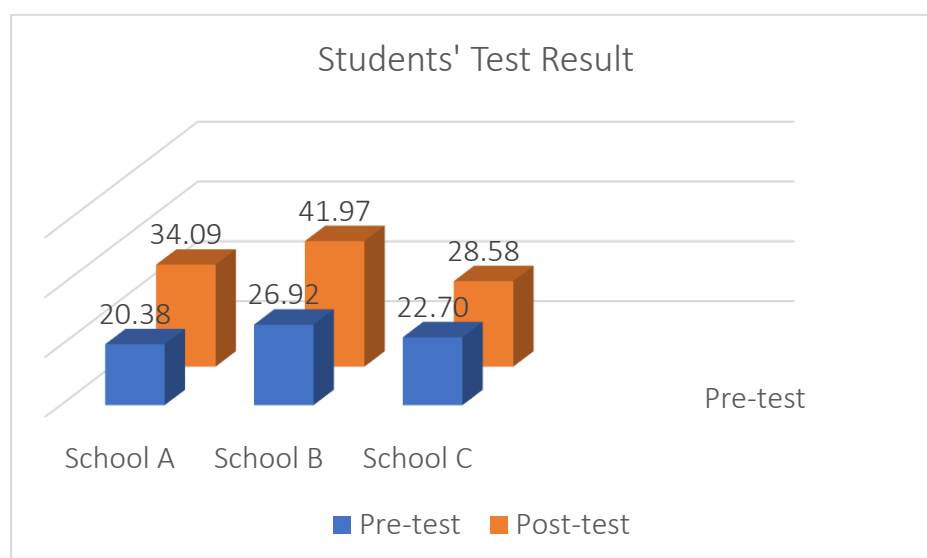
Figure 5. The Improvement of Students' Grammar Mastery

As can be seen in Figure 5, the students' mean in each school increased. In School A, the pre-test mean was only 20.38, then it became 34.09. In School B, the pre-test result achieved 26.92 and rose to 41.97. Then, in School C, the students mean score was 22.7 and advanced to 28.58. This enhancement was not that significant, but the trial process proved to be effective to teach English grammar.

5. Discussion

The questionnaires for analyzing the students' needs revealed that the students considered English grammar essential, and they still needed simple and practical English grammar materials. This result is supported by several related foregoing research. English language students frequently view grammar as a crucial sub-skill of English (Ameliani, 2019; Aniuranti & Rizkina, 2019; Hos & Kekec, 2015; Nawira et al., 2019; Yuliyanto & Fitriyati, 2019). Poor grammar mastery will result in low learning outcomes when learning a foreign language (Chiou, 2019). People can use the language in any way they choose by using grammar rules (Aziz, 2020; Demir & Erdogan, 2018). Andika et al. (2023) argue that comprehending the fundamentals of English grammar is a prerequisite for correctly constructing sentences and for enhancing one's writing and speaking abilities. Furthermore, Thornbury in Tiarina et al. (2019) points out several reasons grammar teaching is necessary. At the first place, teaching grammar helps language learners create an infinite number of phrases. Secondly, grammar instruction provides straightforward correction for statements with unclear meanings. Thirdly, teaching grammar prevents errors from becoming fossilized. One of the linguistic elements that plays a significant part in language proficiency is grammar. Thus, grammar is a crucial sub-skill of English language, according to most of the students who participated in this study, and a number of theories has verified this finding.

The needs analysis also showed that most students still did not know the folktales from their own area. Therefore, this research and development can also introduce the folktales from Banyumas

Regency, Indonesia to the world. This finding is in line with Sutrisno et al. (2023). Folktales are worthwhile to study because individuals can see and comprehend what they convey, and studying folklore is crucial because it provides insights that may be applied to learning. Additionally, studying folktales is an effort to preserve local potential and encourage the students to be more interested, enthusiastic, challenged and respond in every teaching and learning proves. This assists the students to comprehend the material easily (Mulia & Suwarno, 2016). In summary, employing local folktales can be used as a means to introduce local wisdom and noble values held by a community.

Validation from three expert validators also showed that the material in terms of language and content was considered valid. The validators agreed that PACE model implemented can be used to teach four different skills of English at once. Teachers' feedback on the first and second Forum Group Discussion (FGD) activities were also positive. They appreciated the application of the PACE model, which has four stages. PACE Model procedure was interesting because this procedure encouraged the students to be more autonomous. Yunita et al. (2018) point out that to create their own new comprehension of the rules of English grammar, students are required to observe and concentrate on the rules during the co-construction phase. According to Li & Tuo (2023), PACE teaching increases student interest in learning and creates a more dynamic classroom environment. Students no longer find grammar classes dull or refuse to learn grammar as they formerly did when teachers help them build their understanding of the language together. In addition to being able to communicate and actively participate in discussions, students are engaged in grammar studies. In short, phases in PACE Model are likely effective to encourage the students become more independent English learners.

We also agreed that the utilisation of folktale was also considered positive and can be used as a learning resource as well as an effort to introduce local stories and positive values. At the start of Trial 1, most students were unaware that the folktales originated from Banyumas Regency in Indonesia. This aligns with the argument made by Sutrisno et al. (2023), who explain that folklore is significant because it embodies important values and can enhance the learning process. Folklore that is told from generation to generation makes folklore can be used as an educational tool to guide students in behaving. In the same way, Riyanton (2017) points out that the educational values contained in folklore can form a harmony of local wisdom wrapped in folklore. Setyaningsih et al. (2020) also mention that folklore has a noble purpose, namely introducing the surrounding environment and character and encouraging students to behave positively.

Students' opinions regarding the implementation of the PACE model were also positive. The results of the questionnaire at the end of the second trial showed that. On average, students thought that the steps in the PACE model were clear and assisted students learn English grammar. The PACE model also motivated them to learn English grammar. The student's average score on the grammar proficiency test also increased. The initial score was only 23.36 and increased to 34.88. Yunita et al. (2018) note that the model's use transforms students' negative opinions of grammar into positive ones, encourages them to learn grammar outside of the classroom, and makes the learning process more engaging and pleasurable. Moreover, through the use of Indonesian folktales as teaching resources, the PACE approach integrates students' culture into the grammar classroom while also assisting them in learning language rules and attempting to enable them to employ them in communication. Adair-Hauck and Donato in González-Bueno (2021) state that the teacher foreshadows the grammar explanation by using integrated discourse to underline the essential grammatical structures that will be taught by starting the class with a complete text. Groeneveld (2011) mentions that the PACE model encourages students to view grammar as an aspect of a language instead of as a stand-alone element. Perhaps this is its main advantage: it embraces grammar as a tool to assist people develop into greater fluent speakers. In summary, using Banyumas folktales with PACE model to teach English grammar elements improves students' grammar mastery.

6. Conclusion

The need analysis revealed that the students still needed English grammar materials which were simple and practical. Most of the students also did not know the local stories of Banyumas, Indonesia, therefore this project might be utilized to introduce local stories to the students. Three validators evaluated the created materials for both language and content, and the material was valid. We also conducted two trials in three vocational schools in Banyumas Regency, Indonesia. At the end of each trial, the students also had the chance to fill out questionnaires, and the results showed students' positive views. The teachers also gave appreciation to the material developed as one of the alternative materials of English grammar. The students' mean score before the Trial only reached 23.36 and increased to 34.88 at the end of Trial 2. This also showed that the designed English grammar instructional materials had a fairly positive impact.

7. Suggestion

This research was still limited to the development of Past simple learning materials and had only made it possible to involve three vocational high schools in Banyumas Regency, Indonesia. Further research can focus on other grammatical elements that can be taught through folklore from Banyumas Regency, Indonesia. For the next study, the researchers may collaborate with more schools in more varied levels of education such as junior high school or even university level.

Declarations

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