

DEVELOPING A PICTURE BOOK OF LOCAL FOLKTALES TO FACILITATE READING LITERACY FOR THE 8TH GRADE STUDENTS OF SMP ANAK NEGERI SANGGAU

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Abstract: This study aimed to develop local folktales content for junior high school students based on local folktales from the Sanggau regency. To achieve the aim, this research was done by focusing on knowing what kind of a picture book was developed, how a picture book was done, and how appropriate the product was. The book was to facilitate class VIII students in reading literacy programs. This research used Design and Development by Branch. There were 20 students in the eighth grade and an English teacher of SMP Anak Negeri Sanggau as the objects. Design and development based on ADDIE consist of analysis, design, and development. The data collection of this research was done through interviews, questionnaires, and documentation. The findings of this study revealed the needs analysis at the student level, product needs, product topics, and product design. Thus, it was found that the product was appropriate for the students through the validations.

Keywords: design and development, local folktales, picture book, reading literacy

INTRODUCTION

Reading skill is a crucial part of English skill. According to Restanto (2016), reading activities are a good way to improve your English. Reading has a relation to literacy. According to Katherine, Frankel, Bryce, Becker, Marjori, and Rowe (2017), Literacy is the process of extracting, constructing, integrating, and critiquing meaning through interaction and engagement with multimodal texts in social contexts. As a result, in order to achieve the goal of literacy, reading literacy must be implemented in order to increase students' knowledge. According to Nation and Waring (2020), Extensive Reading is the activity of reading some material for fun. When students read, they practice their reading skills with the goal of enjoying reading without pressure from others.

However, literacy in reading is low in Indonesia. This assertion is supported by the findings of the 2015 PISA survey on Indonesian students' reading literacy, which revealed that Indonesia was ranked 64th out of 72 countries (Rintaningrum, 2019). The result of this survey showed that Indonesian literacy is ranked below and it is one of the national problems that need to be addressed and resolved immediately. In order to improve Indonesian students' Literacy, the Ministry of Education and Culture of Republic Indonesia has introduced the School Literacy Movement or "Gerakan Literasi Sekolah" as an effort to improve students' reading competence. The purpose of this movement is to strengthen the movement of character development. This program is 15 minutes activity of reading non-lesson books before learning time begins. In this

activity, the students read any kind of non-lesson books at a glance or it could be called extensive reading.

Extensive reading is a reading activity for enjoyment. According to Quinn (2018), stated extensive reading as "a free reading in which students are encouraged to read a large volume of level-appropriate material." Students focus on enjoyment during extensive reading. This literacy activity is another learning activity that must be completed in order to raise student awareness of the importance of reading in order to gain knowledge.

Based on pre-observation in SMP Anak Negeri Sanggau, reading literacy is already applied to the eighth-grade students. When they read, it seems that they are not interested every time they read the book. This happened because the availability of the reading source is limited especially lacking interesting book such as a picture book. Due to this reason, the researcher is interested to design a picture book that contains some local folktales with an interesting design to introduce the local folktales and make them interested in reading.

A picture book is one of the media that can be used for reading literacy to Junior High School students. According to Eliyawati (2020), a picture book contained many words and some pictures; it can convey an idea or an emotion more effectively than names or paintings, drawings, the photograph of someone or something. A picture book is a combination of pictures and narrative text in a book format, most often aimed at young children. By using pictures, the students can be more interested in reading because pictures provide the real material which can be observed and identified by the students (Firdaus, 2020). The pictures in a picture book can help the students understand the meaning of the story. So, by letting the students read 15 minutes before class started with an interesting picture book, it helps them to read enjoy without pressure. Therefore, a picture book may be a good media that can use for reading literacy.

The local folktales that be used are from the Sanggau regency. The stories may be comfortable to read by the students because these stories help the students to learn local folktales in the English language. Besides, the students are also familiar with these stories. Folktale has important functions as a source of entertainment, enlightenment in cultural orientation and community traditions, and education for young people from various aspects of society (Rahmawati & Kusmiatun, 2020). The legends are chosen as the stories. Legends are usually told by word of mouth and ultimately written by someone with writing skills. The students will feel the new thing which means they not only read the story but they also can learn English through this picture book.

Several studies on reading literacy had been done by other researchers. Rinardi, Ikhsanudin, and Regina (2019), in their research, found that students like to read stories that were developed by the researcher, the majority of students did not really interested in their existing textbooks;

most of the students were interested to read stories with pictures. Noviaty, Ikhsanudin, and Rosnija (2017), in their research, found that students had some problems in vocabulary, unfamiliar words, and grammar mastery. They needed an interesting and eye-catching material. Due to these problems, the researcher made Comic based on West Kalimantan Folklore to help and encourage students read in English. Simorangkir, Ikhsanudin, and Salam (2019), in their research, found that Batu Balah animation vocabulary video is useful to support teacher and students in teaching and learning vocabulary. It helps the teacher to enrich her teaching materials regarding teaching vocabulary.

Although several studies related to reading literacy in Indonesian schools have been conducted by some researchers, none of them address developing a picture book of local folktales from Sanggau regency to facilitate the students in reading literacy. The researcher is inspired, and interested in research to develop a picture book to support reading literacy for the 8th students in SMP Anak Negeri Sanggau. Therefore, the development research was the good method to achieve the aim.

This study focused on two objectives namely; (1) to find out the type of picture book that is needed by the students of SMP Anak Negeri Sanggau; (2) to develop a picture book to facilitate reading literacy for the eighth grade students of SMP Anak Negeri Sanggau. In conclusion, this study recorded and discussed the process of development a picture book of local folktales to support the eighth grade students' reading literacy.

This study provides valuable information regarding relevant topics of a picture book as a medium for education. The findings and the results of this study can be used by English teachers to support the students in reading literacy. This study may also give new ideas for other researchers in designing other media for supporting students in the teaching and learning process.

METHOD

In this study, the researcher focused on the research and development method (R&D). There are five phases of developmental research such as Analyze, Design, Develop, Implement, and Evaluate (ADDIE) (Branch, 2019). Therefore, analyzing, designing, and developing (ADD) as the main focused. In the analysis stage, the researcher analyzed the need based on the teacher's needs and students' needs in reading literacy from the data. In the design stage the researcher designed the product with some steps such as, determined the book's design based, provided three local folktales in each part, simplified each story into short story and translated those stories into English, and the researcher did the proofreading. In the development stage the researcher added some part in a picture book. The parts consisted of pre-activity, vocabulary building, and answer to pre-activity. At the end of the development stage, the researcher asked

two experts to validate the product such as a translator and a layout designer. The translator validated the stories and the layout designer validated the layout out of a picture book.

In collecting the data, there were two techniques such as, interview and questionnaire. Interview needed to collect the data from the teacher while questionnaire is needed to collect the data from students regarded a picture book. The research took place in SMP Anak Negeri Sanggau and the object was the eighth grade students. In this research, there were three procedures of data analysis. The data analysis consisted of three simultaneous procedures such as data reduction, data display, and drawing conclusions or verification (Miles & Huberman, 1992). In the data reduction, the qualitative data such as interview transcripts from teachers were reduced and organized using writing summaries and coding. The next stage was the data display to conclude the mass of data. In this stage, the data were divided and labeled by the similarity of data such as students' level and product's needs. The data analysis is visualized as follows:

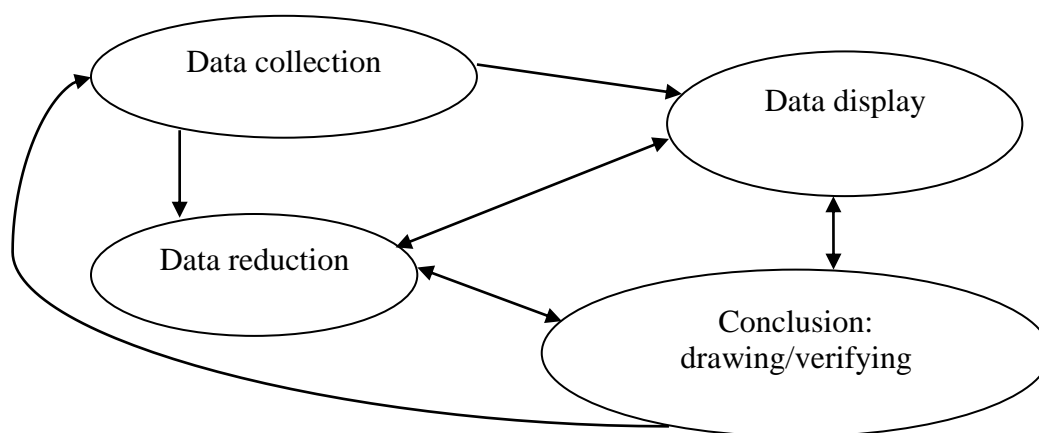


Figure 1. Components and Data Analysis Flowing (Miles and Huberman, 1992)

FINDING AND DISCUSSION

Needs analysis was the first step of research in the process of developing a picture storybook. A needs analysis was obtained from interviews and the distribution of questionnaires. Interviews were conducted with the eighth-grade English teacher of SMP Anak Negeri. The interview that the researcher conducted with the English teacher was about students' problem and approval for the picture storybook that was made. The problems faced by the students are lacking vocabulary and lacking of a picture storybook in the library. The teacher agreed with a picture book with a size 10.5 x 14.8 cm. With this size, a picture book will be easy to bring anywhere. The teacher also agreed that the content of a picture book were local folktales with title the history of tampun juah, prince abdul pata, and the history of sanggau temple. Interesting pictures were provided in a picture book in order to make picture book more interesting. The

level of the eighth-grade students of SMP Anak Negeri Sanggau is pre-intermediate. Therefore the researcher was developed a pictures book based on result of interview.

There were 20 students who participated to give their opinions for the product. The researcher gave two kinds of questionnaire such as, open-ended questionnaire and closed-ended questionnaire. In open-ended questionnaire, the students gave positive responses. The researcher asked about the students' opinions on why local folktales are important to learn. Most of them said that local folktales are important to read because by reading local folktales they will preserve the local folktales of the Sanggau regency. According to Wardarita & Negoro (2017), the folktale is a traditional story that grew in society since ancient times. Every folktale has its own meaning and moral value that could educate the readers when they read it indirectly.

In line with Rinardi, Ikhsanudin, and Regina (2019), in their research which explained that students like to read stories with pictures. It had correlation with the result of the second question, the researcher asked about their request for a picture book. They mostly said that they want a picture book with interesting pictures and interesting stories so that they will not get bored when they read the book. A Picture book is not just text because of the words they contain but, they allow the use of language through the learner's interpretation of pictures, words, and designs when these elements come together to produce a visual-verbal narrative (Mourão, 2016). By reading a picture book, the students not only read the text but will also see the pictures that suit the moments. In designing a picture book of local folktales, the researcher adapted Tomlinson (1988) principles for creating the design of a picture book especially its content. The researcher used this design because it is necessary to build the outline designing material. Therefore, when the researcher designed it, it would be not out of topic and in line with what the researcher had planned. It showed that students gave positive responses for the product itself. Details of closed-ended questionnaire are shown in the table below:

Table 1. Students' opinions on the product

No	Statements	Strongly Agree
1.	Students like reading a picture book.	100%
2.	Students like reading a picture book with colorful pictures	85%
3.	students agreed with a picture book of local folktales with a size of 10.5 x 14.8 cm.	80%
4.	students like reading a picture book of local folktales that have short texts in each story.	85%
5.	students agreed with a picture book of local folktales that have some vocabulary in each story	85%
6.	students agreed with a picture book of local folktales that have some activities in each story.	75%
7.	students agreed with a picture book of folktales that have moral values in each story.	100%

In designing the product, the teacher was agreed with product that sized of 10.5 x 14.8. In a line with Noviaty, Ikhsanudin, and Rosnija (2017), in their research which explained that students needed an interesting and eye-catching material. This size was made based on considerations which are made the product as an interesting with medium size and it made students easily to bring the book anywhere. The content that used in a picture book is local folktales. These local folktales represented the ethnicities that lived in Sanggau area such as, dayak tribe, malay tribe, and chinese tribe. These stories are taken from a story book entitled “Cerita Rakyat dari Kabupaten Sanggau” created by Tomi (2015). The reasons behind this consideration is that students need to know how these tribes are come to exist in Sanggau regency.

Pre-activities, vocabulary, and answer to pre-activities also added to a picture book. Pre-activities are made to trigger the students to think and to train them to answer the questions. In a line with Simorangkir, Ikhsanudin, and Salam (2019), in their research which explained that Batu Balah animation vocabulary video is useful to support teacher and students in teaching and learning vocabulary. The researcher also provided twenty vocabularies in each story to help the students enrich their vocabulary. Answers to pre-activities were made to help the students to see the right answer based on pre-activities.

The pictures also had important role for a picture book. The pictures design used in making this picture story book used hand sketches manually. The pictures shown in a picture book used 2 techniques. The first technique is manual sketch and the second technique used computer techniques. The sketch is drawn manually by hand and then the sketch is scanned and colored with suitable color in each picture on computer using Adobe Photoshop CS3. The pictures design was illustrated below:



Figure 2. Hand's Sketch



Figure 3. Result of Photoshop

Readability test also needed. The result of readability test showed that all of the stories were readable for 13-17 year old student. In last stage, the product is validated by the experts. There were two validators they are a translator validator and a layout designer validator. The result of translator validation proven that the product are readable, and accurate. While the result of layout designer also scored well.

CONCLUSION

According to the result findings, it can be concluded that; firstly, the type of a picture book that is needed by the eighth-grade students of SMP Anak Negeri Sanggau is a story picture book. This picture book is containing three local stories of the Sanggau Regency. Secondly, a picture book was developed through several steps such as collecting needs of analysis, designing a picture book, determining the content of a picture book, designing the pictures related to a picture book, check the readability of a picture book, validating a picture book by the translator and last but not least validated the layout of a picture book.

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