

**DESIGNING A STORY BOOK AS NARRATIVE READING MATERIALS BASED
ON WEST KALIMANTAN FOLKTALES**

AN ARTICLE

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DESIGNING A STORY BOOK AS NARRATIVE READING MATERIALS BASED ON WEST KALIMANTAN FOLKTALES

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Abstract: The purpose of this research was to design a story book based on West Kalimantan folktales to support teaching reading narrative text. In this research, the method was developmental research that used ADDE instructional design as the phase in developing the materials. The story book is intended to be supplementary materials in teaching reading narrative text. The story book was assessed by the experts according to several aspects. Total score of the expert assessment of the content was 95.83% by the maximum score was 100% and total score of the expert assessment of the illustration design was 95.45% by the maximum score was 100%. The experts assessment result showed that the story book was suitable and in good quality to be used by the teacher and students as supplementary material to support teaching reading narrative text.

Keywords: Local Folktales, ADDIE Approach, Reading Materials

Abstrak: Tujuan dari penelitian ini adalah untuk merancang sebuah buku cerita berdasarkan cerita daerah Kalimantan Barat untuk mendukung pengajaran membaca teks naratif. Metode yang digunakan dalam penelitian ini adalah pengembangan materi yang menerapkan ADDE sebagai prosedur. Buku cerita digunakan sebagai materi tambahan dalam mengajarkan membaca teks naratif. Buku cerita telah dinilai oleh dua orang ahli berdasarkan beberapa aspek. Nilai total dari penilaian ahli berdasarkan isi buku cerita adalah 95.83% dengan nilai maksimal 100% dan nilai total dari penilaian ahli berdasarkan bentuk ilustrasi adalah 95.45% dengan nilai maksimal 100%. Hasil dari penilaian ahli menunjukkan bahwa buku cerita yang dibuat oleh peneliti sesuai dan memiliki kualitas yang baik untuk digunakan oleh guru dan siswa sebagai materi tambahan untuk mendukung pengajaran membaca teks naratif.

Kata kunci: Cerita Daerah, Pendekatan ADDIE, Materi Reading

Choosing materials in teaching English should encourage students to learn because they play essential role in teaching and learning process. William (2002) states that encouraging students by choosing appropriate materials is the key to make them learn effectively and succeed the process of learning. There are many types of materials are able to use in the classroom such as newspapers, magazines, TV programs, movies, songs and literature are most common used materials to be used in the classroom (Berardo, 2006). In line with this argument Jacobson (2003) supports that another materials such as novels and story book are also appropriate to be used.

In teaching narrative text for example, a familiar story as the materials are better to use in the classroom because students already have prior knowledge to the

story. Supporting to this idea, Robertson (2007) describes that a familiar material that close with the students can make an opportunity for getting involved to the materials and also at the same time connect the elements of materials to the students' life. He also adds that by using own culture in learning, the students are motivated to learn because some of them has experienced that area. Additionally, this kind of materials also bring the culture alive when the students start sharing and discussing their story.

Based on interview with the teacher of one school in Sungai Raya on 9th December 2014 as the preliminary research, the researcher concluded that, finding good quality, appropriate level, and interesting reading materials for teaching reading to the students are sometimes challenging and quite difficult. The teacher faced a problem when teaching narrative text because of content and context issues. The teacher had no many choices from the text book that available at school. Moreover, the teacher explained that the students did not seem attracted in reading the text because the materials in the textbook are plain texts without any picture or illustration which lastly cause the students uninterested to read the story. Besides, the story came from western and it is something not familiar to the students. To prove the statement, the researcher checked the book that was being used in the classroom to teach narrative text. In the textbook, the researcher found the stories entitled "*The Haunted house* and *The Brief History of London*", which came without any illustrations that make the students are not interested in reading the text. Moreover, the stories were not familiar to the students and this also made them meet the difficulty in comprehending the text.

After intensive interview with the teacher, she stated that the existence of supplementary materials for teaching narrative text were necessary. She hoped that the materials should be familiar with the students' life because this will help the students to comprehend the text easier. The teacher believed that the existence of local culture element will also introduces the students about their own culture and teach them about moral value as well which is in line with the KTSP curriculum that also focus on character building. Importantly, the teacher wanted some pictures to illustrate the stories to encourage and attract the students to read the narrative text.

Beside the interview, the researcher also observed the library for completing the data in supporting teacher's explanations. The researcher found that there was a book that could support the students in learning narrative text but the book was not fulfill the teacher's needs. Based on the interview and the observation, the researcher concluded that the teacher and the students only rely on a textbook to be used in the classroom which is not really effective to be used as narrative text materials.

According to preliminary research, the researcher considered that it was necessary to make supplementary materials for learning narrative text which is based on the characteristics that the teacher provided. There were, first, the stories in the narrative text should be adopted from Kalimantan Barat folktales so it is closed to the students' life and could build the students' character in the same time. Second, the materials should consist of some pictures so it would be able to encourage the students to read the text.

Based on that descriptions, the researcher decided to make supplementary materials which are based on Kalimantan Barat folktales to be used by the teacher in teaching narrative text. The researcher also illustrated some famous Kalimantan Barat folktales to create an attractive materials to be read. Furthermore, Wendy (2011:49) states that the existence of illustration in the story book will help students understand easier what is going on in the story. The researcher was aware that the illustration can be useful to help students understand the unfamiliar words and finally make an effective learning process in reading. Finally, the researcher will compile the folktales into a book so that the teacher can use varieties of Kalimantan Barat folktales in teaching narrative text. In addition, the researcher also will give the opportunity to the teacher for developing reading activities freely in accordance with the needs of the materials in teaching and learning process. The researcher hoped that the supplementary materials can be as a good quality and appropriate level materials to be used by the teacher and students. Besides, the supplementary materials also able to attract students' attention and promote the value of local culture. The researcher also hoped that by using local folktales as the materials, the teacher and students are able to take the familiarity from the materials as benefits for learning narrative text.

METHODOLOGY

Using ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating), the research was conducted at a Junior high school in Sungai Raya, Indonesia, where the participants were the teacher of eighth grade students, the lecturer of English FKIP UNTAN study program and the professional illustrator from Greece. In conducting this research, there are technique and tools of data collecting.

Techniques of Data Collecting

The researcher used observation and interview in preliminary study. Observation was used to observe the existing materials and the context of teaching and learning process. Interview was used to gain the teacher's perception towards the teaching and learning process.

Documentation was used for finding the West Kalimantan folktales from various sources, such as books, articles, and Internet literature.

Measurement Technique was needed for the evaluation phase. The researcher needed direct assessment from the experts to complete the evaluation process.

Tools of Data Collecting

Tools of data collecting in this research were observation checklist, interview guidelines, and assessment rubric. The researcher interviewed the teacher in order to get the information about the difficulties which she faced in teaching reading narrative text, the syllabus, and the reading materials which were used by the teacher. The researcher also prepared the assessment rubric for the experts to evaluate the supplementary reading materials designed by the researcher.

The purpose of assessment rubric is to find out whether the materials designed by the researcher already suitable, good in quality based on aspects of material design development. The expert validation data then was analyzed by

rating scale. Adapted from Harry Walker’s instrument (Walker, 2013), rating scale was scored by this formula:

$$P = \frac{\text{resultscore}}{\text{amountofpoint} \times \text{amountofcatagories} = 4 \times 14 = 56} \times 100$$

P = Percentage

Then the result will be measured by this table:

Table 1
Guideline for Expert’s Recommendation

Percentage (%)	Interpretation
0 – 25	Bad (revise)
26 – 50	Poor (revise)
49 – 75	Good
76 – 100	Very good

The result of assessment rubric became consideration in revising the draft supplementary materials before the researcher made the final supplementary materials. The expert’s assessment would help the researcher to figure whether the supplementary materials is already suitable and in good quality or not.

FINDINGS AND DISCUSSION

Findings

Analyzing Phase

In analyzing phase, the researcher analyzed several aspects such as the curriculum and syllabus, the textbook used by the teacher and another available the textbook in the library, and the needed materials by the teacher. These aspects needed to be analyzed in order to design the reading materials that suit the school’s conditions.

The first aspect was the curriculum and syllabus. KTSP Curriculum was used in the school which states “to understand a short essay in form of recount and narrative text which is related to surrounding environment”. According to school’s condition, ’s condition, the teacher relied on only one book which was English Assessment Test for Senior High School Grade XI (Jilid 2)”, by M. Sudarwati. In that book, the stories for learning narrative text was from western. Furthermore, there was no image or illustration for helping the students in learning narrative text. Based on the observation in the library, the researcher found that there was one book which based on curriculum 2013 which has been used when the school applied the 2013 curriculum. According to the market analysis, the researcher found that a book which was able to help the teacher was able to help the teacher to teach reading narrative text, but still it was not fully in line with the teacher’s characteristics. Based on the analyzing phase the researcher assumed that was needed to design the

materials based on the teacher's characteristics. The complete criteria is described in the following table.

Table 2
Narrative Text Materials Based on Teacher's Needs and the Learning Target on syllabus

No.	Criteria	Description
1	The materials based on local context to make the students comprehend the text easier and introducing them about the local culture. (<i>Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative yang berhubungan dengan lingkungan sekitar</i>)	In this case, the researcher decided to choose 3 West Kalimantan folktales to be used as narrative text materials.
2	Some pictures are necessary to illustrate the stories and encouraging the students to read the narrative text.	In this case, the researcher decided to illustrate three West Kalimantan folktales.

Designing Phase

In this phase, researcher designed first draft of the materials based on the need analysis data, the result of the interviews as well as the analysis of the documentation and the syllabus. Based on (Richard & Rodgers, 2001), design is level of method analysis in which we consider (a) what the objective of the method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the role of the learners; (e) the role of the teachers; (f) the role of instructional material.

The objectives of the story book are to provide the students an attractive supplementary materials for learning Narrative text and also provide a supplementary materials based on West Kalimantan folktales which is in line with the syllabus in term of local environment.

The subject of the research was eighth grade students. KTSP curriculum was used in the school. In designing the story book, the researcher focused on competences in syllabus, such as students will be able to; (1) understand the story and moral values. (2) Identifying the character in the story and (3) Understand the language feature of narrative text.

The type of the learning was classroom learning which was classified as formal learning in this research. The supplementary materials that was provided by the researcher will be used in the classroom for learning narrative text.

The roles of the learner regarding to the story book are: (a) Learner uses the story book based on their interest or teacher's instruction, (b) Learner constructs the information about the story by looking at the illustration and text in every page.

The roles of the teacher regarding to the story book are: (a) Teacher as instructor in the learning, (b) Teacher distributes the materials, (c) Teacher controls

students for the using of the story book, (d) Teacher creates classroom activity based on the story book, (e) Teacher motivates and monitors the use of the story book.

The roles of the instructional material are: (a) Learning and teaching support – supplementary material that contribute as narrative text materials for teaching and learning activities, (b) A supplementary materials for learner on learning moral value from familiar folktales around them, (c) A supplementary materials for the teacher to create the activity regarding narrative text, (d) A supplementary materials for the teacher to teach narrative text in the classroom. In this phase, the researcher also concern in collecting the West Kalimantan folktales from various resources such as internet literatures, articles, and books.

After all the folktales already collected, the researcher reconstructed the folktales before creating the illustration. In constructing the folktales, the researcher followed some guidelines such as first, finding the essentiality of the story and second, creating the manuscript to be developed. In understanding the story, the researcher read the whole folktales and analyzing the folktales from the title, identifying the main character, identifying the plot or the situation, paying attention to the settings, and finding the crucial moments such as conflict, the moral and the conclusion of the story. In creating the manuscript, the researcher remade the folktales into a simple story in order to match with the students' level and needs. This is vital part in order to illustrate the story, the researcher believed that a good manuscript will also produce a good illustration.

Developing Phase

In this phase, the researcher developed the model of the reading narrative materials. The teacher's characteristics were the main consideration in developing the materials. Furthermore, the layout and design of illustration materials became researcher's concern those the essential part in making the story book. In illustrating the story, the researcher used Adobe Photoshop as image editing software because this software is really reliable and rich of features. The process in creating the illustrations in Adobe Photoshop were taking some stages such as preparing high resolution document and preparing the basic tools for illustrating. There were some stages that the researcher followed in illustrating the folktales. Firstly, creating the sketch of the characters. Secondly, developing the characters. Thirdly, deciding the layout. Fourthly, choosing font.

To complete the folktales and illustrations into a good draft of story book, the researcher decided to create the essential parts of the story book such as cover, table of content, and instruction. The researcher believed that by creating those part, the story book will be represented well and able to get students 'attention to read the story book. The sample page of the story book can be seen below.



Picture 1 Sample Page of Story Book

Evaluation Phase

In the evaluation phase, the researcher submitted the product to the experts in order to measure the quality and get feedback to make the product better. The instrument that was used in this evaluation is evaluation sheet consisted of the assessment rubric. The researcher took two experts from the different criteria. The first expert evaluated the content criteria and the second expert evaluated the illustration design. The expert of content criteria was the lecturer of English education faculty of Tanjungpura University, and the expert of illustration design was the professional illustrator from Greece. The assessment rubrics of those expert showed below.

Table 3
Assessment Rubric of Content

No	Organization Content Criteria	Bad 1	Poor 2	Good 3	Very Good 4
1	The story book supports narrative text materials.				√
2	Information and directions are clearly written and explained (expression, grammar, syntax, spelling and punctuation)			√	
3	The story book are matching to the learning target in the syllabus of the eighth grade students especially on learning narrative text.				√

4	The story book focuses on the knowledge, skills, appropriate to the grade level.	√
5	The story book is able to guide the teacher creating variety of classroom activities freely.	√
6	The story book contains table of content, bibliography and glossary.	√

From the evaluation by the expert, the researcher received the score as follow.

$$P = \frac{23}{\text{amount of point} \times \text{amount of categories} = 4 \times 6 = 24} \times 100$$

$$= 95.83 \%$$

Based on Table 1, the reading narrative text materials designed by the researcher were considered as Very Good.

Table 4
Assessment Rubric of Illustration Design

No	Aspects	Bad 1	Poor 2	Good 3	Very Good 4
Illustrations Design					
1	The Illustrations are able to support the text delivering the story.				√
2	The illustrations are able to attract the reader.				√
3	The illustrations are able to make the reader understand the text and message better.				√
4	The illustrations are able to promote the local heritage.				√
5	The illustrations are able to create the enjoyment feeling.				√
6	The illustrations are helpful to represent the story.				√
Illustration Elements					
7	The settings are able to represent the time, place and culture background.			√	

8	The characters are able to represent the moods.	√
Book's Layout		
9	Story book layout is easy to understand and follow.	√
10	The part of the layout is clear, e.g. provide page number.	√
11	Size and format of print is appropriate.	√

From the evaluation by the expert, the researcher received the score as follow.

$$P = \frac{42}{\text{amountofpoint} \times \text{amountofcatagories} = 4 \times 11 = 44} \times 100$$

$$= 95.45 \%$$

Based on Table 1, the illustrations design were considered as Very Good.

Discussion

The main purpose of the research was to design a story book as supplementary materials based on West Kalimantan folktales to support teaching reading narrative text. To create a good quality and appropriate materials there are several principles to consider from the experts. Firstly, according to Byrd (2001) there are there principles in designing the materials. The principles are adjusting the materials with the curriculum, adjusting the materials to the students' level, and adjusting the materials to the teacher's needs.

The first principle is adjusting the materials with the curriculum. Based on the KTSP curriculum, the basic competence of reading skill for narrative text in SMP for the second semester of the eighth grade students is to understand a short essay in form of recount and narrative text which is related to surrounding environment. (*Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative yang berhubungan dengan lingkungan sekitar*). This standard of level can be found in the content of the reconstructed West Kalimantan folktales by the researcher. The researcher chose local folktales in order to meet the relation of the materials with the surrounding environment. The researcher assumed that this part was a fundamental part in making the materials because it will be used as the supplementary materials at school. The researcher also concerned on the effect of the inappropriate materials to the students of the preliminary research. In conclusion, this principle by the expert were the best to apply in this research.

The second principles is adjusting the materials to the students' level. In the materials designed by the researcher, this principle can be figured out from the level of narrative texts which has been reconstructed to the students' level. Students are given the narrative text which more simple and easy to understand. The researcher

believed that every stages of level has its own materials to be used. The students should learn English based on their level of stage to get the best result of learning.

The third principle is adjusting the materials to the teacher's needs. This principle can be defined from the relation of the teacher's characteristic and the product designed by the researcher. There are two essential teacher's characteristics that the researcher considered to follow, the first is local context materials, and the second is the existence the illustrations. These characteristics can be found out in the selected local folktales which came from West Kalimantan and also the illustrations that designed by the researcher in the materials which represented the folktales.

In order to create a good quality materials, the researcher also considered to follow Tomlinson and Mashura's principles (2004). They are instruction, design and layout, and also the illustration. The researcher designed the instruction in the beginning of the materials as suggested in the experts' principle in order to guide the teacher in using the materials. The principle about the illustration can found in the illustrations which designed by the researcher. The researcher illustrated the folktales based on the manuscript of reconstructed folktales which has been made before so it was appropriate with the content and able to represent the stories. The researcher also illustrated the folktales in the colorful picture so they are able to make the folktales interesting to be read. Design and layout principle can be described in the way the researcher arranged the story book which consisted of page number so the content of story book was easy to follow. The story book was also in the standard printed materials so it as appropriate to be used as the materials in teaching and learning process.

Beside the content of the story book, the researcher also considered with the principles of illustrating the folktales. The researcher believed that the illustrations in the story book is a crucial part. That is why designing a good quality and attractive illustrations was being measured. According to Segun (1988) there are two essential characteristics in creating the illustration, first capability to create the imagination, and second, capability to promote the local heritage. The first characteristic can be seen in the way the researcher illustrated the setting background of the illustration. All of these parts was produced by simple research to the culture and the setting of the folktales. The capability to promote the local heritage can be seen in the way the researcher illustrated the characters by adding some specials cultural ornaments such as the appearances, clothes and accessories. In illustrating the folktales, the researcher also considered about the illustration style. Based on Salisbury (2014) many illustrators use Adobe Photoshop as the graphic software because it is an ideal for most basic illustration work that involved drawing and coloring in computer. Moreover, the existence of brushes and any additional useful plug-in are able to help the illustrators in doing their work. The researcher concluded that additional brushes and fonts were needed to create attractive and good quality illustration.

CONCLUSION AND SUGGESTION

Conclusion

There are four phases conducted in this research, they are: analysis, design, development, and expert evaluation. It is found that: (1) the problems in learning

process are the lack of available materials which appropriate with students' level, attractive, and close to students' life. Those problems can be solved by the use of story book; (2) the story book is based on three Kalimantan Barat folktales, they are the origin of Pontianak from Pontianak, the Golden Watermelon from Sambas and The Origin of Bukit Kelam from Sintang. Those folktales are close with students' life. (3) the illustration in the story is able to represent the story, attract the reader, and promote the culture heritage; (4) the story book has good quality in term of content and illustration criteria based on the experts' assessment and it is able to support teaching reading narrative text.

Suggestion

Based on the conclusion above, the writer would like to provide some constructive suggestions as follows: (1) if the researcher tend to design materials, considering the selection of the experts to assess the product is an essential part to achieve a valid assessment. (2) if the researcher tends to illustrate the folktales, Adobe Photoshop is an ideal graphic software for most basic illustration work that involved drawing in computer because the existence of brushes and any additional useful plug-in are able to help the illustrators. (3) the story book is best used as an attractive narrative text materials for teaching and learning process. The teachers are required to make their own activities in order to meet the learning targets in the classroom.

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