THE EFFECT OF STORYTELLING THROUGH BOOK CREATOR TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT This research proposed to find out whether local storytelling through book-creator was effective to enhance students' reading comprehension. The quasi-experimental design was applied to English department students of STKIP Pamane Talino as the population. Among the population, 60 students were selected as the research sample through purposive sampling that further divided into the experimental group taught using book creator and the control group taught using the drill method. The data were obtained through pre and post-test in the form of 5 essay questions. Between the tests, two treatments were given to the experimental group. After the second treatment, both groups were given a posttest. The data obtained were further analyzed using a t-test through SPSS. The data analysis showed that based on the independent sample test that the significant value was 10,095 which is higher than than the critical score 1.8731 where the gain score of experimental group (0,8) was higher than that of the control group (0.3). Therefore, the conclusion that can be drawn from the research result was that using a book creator in teaching reading is effective. Consequently, teachers are recommended to use book-creator as local storytelling to enhance students' reading comprehension, especially for English department students in STKIP Pamane Talino.

Keywords: local storytelling, book creator, learning, reading.

INTRODUCTION

Skills in learning English have four components, namely listening, speaking, reading, and writing. In learning English, many students have difficulty in reading, this is because the writing and sound in English are often different. Another factor that causes students' difficulties in understanding reading in English is the lack of vocabulary they have. In addition, the media used by teachers or lecturers is sometimes less attractive, and the lack of reading books provided on campus is incomplete. Some students think that understanding reading in English is very difficult, due to several factors that have been mentioned above. To overcome this problem, researchers try to offer solutions to solve these problems. Considering that reading skills are very much needed in opening a window to the world, especially in reading skills in learning English.

From the results of initial observations of 104 students, it was found that 74% of students were familiar with book creators, 98% were very interested in using book creators as teaching materials, 98% of students were interested in local Kalimantan content material, 99% of students were interested in Kalimantan folklore material, 94% of students interested in traditional Kalimantan special food material, 95% of students agree that local culture in the form of traditional food is appointed as learning material in procedure texts, 94% of students are more proud of learning reading comprehension using local wisdom materials, only 59% of students are interested in using stories from abroad in studying the narrative text, 96% of students agreed that learning with a book creator would make the material easier to understand.

From the results of the initial survey, it can be concluded that the use of teaching materials with book creators that promote local wisdom is of great interest to students, especially to improve reading comprehension. Based on the results of this initial survey, our research team from STKIP Pamane Talino conduct research on the effectiveness of using local wisdom-based book creators to improve reading comprehension. The current research purposed to find out whether book-creator as local storytelling was effective to enhance

students' reading comprehension especially to English department students of STKIP Pamane Talino.

LITERATURE REVIEW

Local Story Telling

In understanding short stories from the region or local storytelling, folklore and fairy tales are interpreted as informal material in understanding material in universities because of the simple narrative structure, the use of simple sentences and vocabulary in everyday language, and the non-existent moral values in the stories. related to formal questions that are discussed and obtained in assignments or exams. (Engliana, Nina Dwiastuty, Ira Miranti, 2020) In terms of reading comprehension, this is not entirely true, instead, folk tales that are raised in reading skills material will make it easier for students/students to understand the contents of the reading/stories more easily. For example, the Timun Emas story, the Javanese people, this story is deeply rooted in most people, so the moral values contained in the Timun Emas story will be very easily understood by students. The previous study (Engliana, Nina Dwiastuty, Ira Miranti, 2020) wrote "Experts have made statements to consider the integration of folklore into formal English as a Foreign Language (EFL) materials. Lwin (2015) through Engliana suggests using folklore to teach EFL to achieve certain communication goals and increase cross-cultural awareness".

Another example of folklore is Malin Kundang from Sumatra, this story is very well known not only in Sumatra but throughout Indonesia. The community is very familiar with the Malin Kundang story because it teaches good moral values to the younger generation, to always respect and appreciate parents, especially mothers. Because a child who disobeys his mother will be fatal. Many stories depicted rebellious children who can turn into stone. Likewise, what happened in the West Kalimantan area was a folk tale similar to Malin Kundang, entitled Batu Crying. By remembering the advantages of folklore, folklore can be used as teaching material, especially in reading comprehension.

Regarding reading comprehension, the world of education in Indonesia has progressed quite rapidly, especially since the pandemic period in early 2020. Learning that was previously carried out face-to-face in class has turned into online learning. Many media and methods are offered in online learning, but there are still obstacles to understanding student learning. The learning media used at STKIP Pamane Talino so far use the Zoom, What's Up, and Google Classroom applications. In practice, learning using these applications results in less than optimal results, because students are difficult to monitor using these two applications. Because during the learning process students tend not to use the camera (off camera), with the excuse of saving credit. With these conditions, lecturers find it difficult to control the condition of students during the learning process. There are several cases of students who are off-camera doing other activities during learning hours. Sundayana (2014) revealed that one of the functions of learning media in the teaching and learning process is teaching media, not as an entertainment tool, but this tool is used to complement the teaching and learning process so that it attracts the attention of students/students (Alim and Hamid, 2020).

This encourages lecturers or teachers to be able to take advantage of interesting learning media, both in the form of online applications and teaching aids created by teachers/lecturers. By using interesting learning media for students, it is expected that student learning achievement will increase significantly. Thus the quality of student learning will also increase, along with the use of learning media chosen by the lecturer/teacher.

Book Creator

One of the media used in today's technological sophistication is the use of book creators used by teachers/lecturers in textbooks. Using this book creator is almost the same as using a textbook or handout. What distinguishes book creators from ordinary textbooks is the completeness of the digital technology used. In ordinary textbooks, students can only read and

work on the practice questions in the textbook. On the other hand, in this book creator, students can already listen to the contents of the textbook, so the book creator can make their voices according to the contents of the reading.

Book Creator is a text application that students can use to produce text, images, drawings, and sound. A Book Creator file layout is similar to a book in that it allows students to create the layout and forms of their work. (Manshadi, 2021) From this definition, it can be concluded that book creators are very useful for lecturers/teachers and students/students to produce writing, images, and sound.

This makes it very easy for students to understand new vocabulary easily, as well as the pronunciation of new vocabulary that has been read by native speakers in the book creator. The book creator is also equipped with talking pictures, google maps, and google earth. So that it is easier for students to understand the reading as a whole. Technology can be used in teaching and learning activities which is a change from conventional to modern methods.

Then, Bookcreator is, on the other hand, a free and simple internet-based application that helps learners to create enticing digital books. Differing from Screencast-o-Matic, this application can be accessed by connecting to the internet. (Santosa, 2021) From this statement, it can be concluded that the book creator is an application that helps students to create interesting digital books.

Book creator is an application that is used to create e-book-based books. Book creator is a simple "tool" to create an attractive book. Innovation in the use of teaching materials using book creators is an innovation that will enhance the use of IT-based learning media. The use of book creators is very easy and can be used anytime, anywhere, by anyone, the important thing is that good facilities and infrastructure are available, meaning that the place used to open a book creator must have a stable internet network. This book creator also helps answer the challenges of the times by perfecting the weaknesses that exist in conventional learning systems where space and time are still limited. Information technology (IT) that has an internet platform standard can be a solution to these problems because of the nature of the internet, which allows everything to be connected, cheap, simple, and open so that the internet can be used by anyone (everyone), anywhere (everywhere), anytime. (every time) and free to use (available to everyone). (Keban & Taufik, 2015) in (Nadziroh, 2017)

Various e-learning systems are commonly used, including Edmodo, Moodle, and Google Classroom. Edmodo is a social network-based learning platform intended for teachers, students, and parents of students. Edmodo was first developed at the end of 2008 by Nic Borg and Jeff O'Hara Edmodo itself is an e-learning program that implements a learning system that is easy, efficient as well as fun. (Nadziroh, 2017)

Reading Skills

The problem that occurs today is that many students have problems achieving maximum competence. This is due to the ineffectiveness of the learning methods used by teachers in teaching (Moma, 2017; Puspitasari, 2018). This problem was also found in one university. The process of learning reading skills in the English Education Department, STKIP Pamane Talino, in previous years used the drill method. The drilling method is an activity of doing the same thing, repeatedly in earnest to perfect a skill so that it becomes permanent (Sardiman, 2007; Sudjana, 2017) (Heldisari, 2020). Abidin (2012) in (Yuniawan, 2014) state that pre-reading activities are teaching activities carried out before students carry out reading activities. In pre-reading activities, the teacher directs attention to activating student schemata related to reading texts.

Furthermore, Kingston in Israel states that "reading is a process of communication by which a message is transmitted graphically between individuals (Israel, et.al, 2005). So, reading is a communication process in which messages are conveyed directly or indirectly to individuals. Reading is an interactive or reciprocal process between the reader and the source of

information. Readers understand the meaning of the text based on their interpretation and understanding. (Khusniyah and Hakim, 2019). Reading comprehension has been defined in many ways over the years. Nuttal (1996) in (Ahmadi, 2012) suggests that the overriding purpose of reading is to get the correct message from a text-the message the writer intended for the readers to receive.

A different opinion was expressed by Scanlon, Anderson, & Sweeney (2010) that reading is a complex process that requires analysis, coordination, and interpretation of various sources of text, reading, or information. Thus, effectively raises the literacy needs of learners, especially for those who are willing to struggle, learning needs to take on several complex activities. So, reading is a process for a student/student in analyzing and interpreting the meaning contained in the source of information or text. (Khusniyah and Hakim, 2019).

RESEARCH METHODS

This study uses a true experiment type of experimental method with a pretest and posttest control group design. The population in this study were all students of the second semester English Education Department of STKIP Pamane Talino, totaling 60 students. Sample selection using a purposive sampling technique. Purposive sampling according to Sugiyono is a sampling technique by determining certain criteria. (Sugiyono, 2017). In the research, we used judgment sampling, in this type the sample is selected based on the researcher's assessment that he is the best party to be used as a research sample.

The samples obtained were divided into the experimental group and the control group which was selected randomly, then given a pretest to determine the initial state, is there a difference between the experimental group and the control group? The pretest was carried out at the beginning before the treatment using a book creator. The test used in this study was in the form of 5 essay questions. Furthermore, the control group was treated using the drill method, while the experimental group was treated using a book creator. After 2 (two) treatments were carried out, the two groups were given a posttest that aims to measure learning outcomes, namely the ability to understand the local storytelling readings given. The post-test used a reading skill test instrument by answering 5 questions related to the local storytelling reading that was taught. (Heldisari, 2020).

Furthermore, to determine the effectiveness of local storytelling using book creators in improving students' reading comprehension, data analysis was carried out using SPSS (Statistical Program for Social Science) SPSS. In the research, we used t- a test for analyzing the data. By using SPSS, data will be obtained which will show that local storytelling using book creators is more effective in improving students' reading skills, especially in understanding the narrative text.

FINDINGS AND DISCUSSION

Based on the result of research using SPSS, shows that the use of local storytelling using book creators is more effective in improving students' reading skills, especially in understanding the narrative text. The research shows that the use of local storytelling using book creators can improve students' achievement. In the previous study using local storytelling can improve the education of student's character. Storytelling can change student character education for the better by taking the moral values that exist in the stories studied. (Engliana, Nina Dwiastuty, Ira Miranti, 2020).

In the research, an experimental group is a class group that uses book creator teaching materials in online learning of reading comprehension through local storytelling. While the control group is a class that uses conventional teaching materials in the form of local storytelling modules. All classes take online lectures for one month using book-creator teaching materials and conventional teaching materials (textbooks).

The control class is a class that uses ordinary teaching materials made by lecturers based on the Lesson plan. In general, learning in the control class is done through lectures, discussions, questions and answers, and group work. While in class B, an experimental class, the learning process is carried out using book-creator teaching materials. Students can take advantage of the technological sophistication of the book creator, for example: listening to the book, reading through native speakers, watching videos according to the material being taught, listening to lecturer presentations via YouTube, playing socio-drama, and at the end of learning students do quizzes based on the material. what has been heard, seen, and done? With a variety of activities in the book creator, it allows students to gain more knowledge as conveyed in the absorption of the following student abilities:

Before taking action using the book creator, both classes conducted a pre-test with the following results:

In the experimental class, there were 30 students with the highest pre-test score of 85 and the lowest score of 50, while the average score was 70. The students' abilities were in the sufficient category. After the final test, after using the book creator's teaching materials, there was a change in student achievement. The highest post-test score was 95 and the lowest score was 65, while the average value was 82. It appears that the highest and lowest scores have increased. Likewise, the average value obtained on the final test increased. From the results of the student's final test, there was a change from the quiet to good category.

The control class group that still uses ordinary (conventional) teaching materials has the highest pre-test score of 85 while the lowest score is 50, while the average score is 70. Students' abilities are in the sufficient category. After the final test, there was a change in the scores achieved by students. The highest score was 90 and the lowest score was 65. Meanwhile, the average score was 78. From the results of the final student test, there was a change from the low category to the moderate category.

From the description above, it can be concluded that both the experimental class and the control class changed in score after the final test was held. The difference in student scores in the ability to understand reading in the experimental class and the control class is illustrated in the following graph.

Figure 1: The Mean of the Pre-test and Post-test Scores
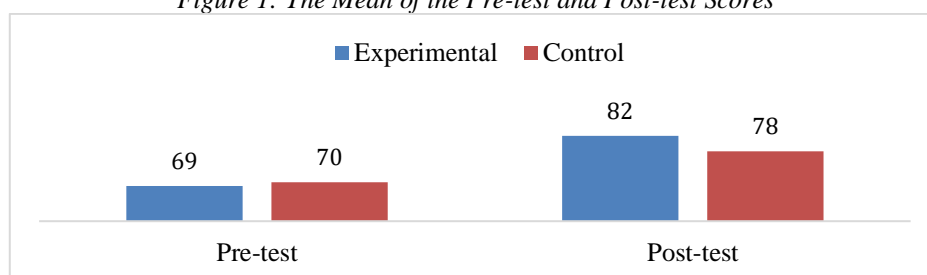
After using the book creator and conducting a post-test, there was a difference between the experimental class and the control class, where the highest score in the experimental class was 95, the lowest score was 65 and the average value was 82. While in the control class using conventional teaching materials, the highest score was 85 the lowest score was 65 and the class average was 78. From the final test, the experimental class group experienced a significant change in the achievement scores obtained.

From the graph, it can be explained that the student's reading ability in the experimental class and the control class in the early stages before being given treatment was almost the same. However, after being given a different treatment, it can be seen that their achievement scores are different, whereas in the experimental class that uses a book creator there is a very encouraging increase in value. On the other hand, in conventional classes that use textbooks, the increase is not too high.

After it was proven that there was a difference in scores between the experimental class and the control class, the next step was to find out whether book creators were effective in improving students' reading comprehension. For this reason, it is necessary to compare the experimental class and the control class. In this average comparison test, if the experimental class has a better average, then the book creator is proven to be effective in improving students' reading comprehension. On the other hand, if the average value of the control class is better, conventional learning will be more effective.

From the data of the initial test and the final test, the difference in gain scores between the experimental class and the control class is obtained which is described in the following table.

Table 1: Comparison of Gain Scores for the Experimental Group and the Control Group

Group	N	Pre-test	Post-test	Gain Score
Eksperimental (Book Creator)	30	69	82	0,8
Control (conventional)	30	70	78	0,3

Based on the table above, the experimental group obtained a higher gain score of 0.8 than the control group, which was 0.3. From this gain score, it can be concluded that the use of book-creator teaching materials applied in the experimental class is more effective than the use of conventional (conventional) teaching materials applied in the control class.

Table 2: The category of Score Gain

Score N-Gain	Category
G > 0,7	High
0,3 < g < 0,7	Medium
G < 0,3	Low

Taken from: www.spssindonesia.com

After knowing the gain score in the experimental class is greater than the control class, the next step is to find a gain index that aims to measure the increase that occurs before and after the treatment, so that it can be seen how much the effectiveness of the learning being tested is. After calculating the gain index in the experimental class, it was obtained 0.31. The gain index value of 0.39 is in the medium category. So it can be concluded that the application of the book creator on students' reading comprehension has effectiveness in the medium category.

CONCLUSION

The results showed that the use of Story Telling Using Book Creator was effective in improving reading comprehension skills in second-semester students of the English Education Study Program at STKIP Pamane Talino Landak in West Kalimantan. There was an increase in student achievement after using Story Telling Using Book Creator in the experimental class. Learning by using Story Telling Using Book Creator can provide a better understanding of the understanding of narrative texts in the form of folklore texts. Because in Story Telling Using Book Creator, students can listen directly to the original voice of native speakers, besides that in the book creator also presents videos about folklore that is being studied. By watching the video, it is easier for students to understand the content of the folklore that is being studied. Learning Story Telling Using Book Creator is an interesting activity for students, besides being able to improve reading skills and understanding of reading content, students also increase their creativity in playing drama and their ability to explore brilliant ideas. This is evidenced by the increase in the average score after being treated using a book creator as teaching material

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