BRIDGING CULTURAL HERITAGE AND DIGITAL LITERACY: DEVELOPING A BILINGUAL FOLKLORE FLIPBOOK FOR EFL READING INSTRUCTION

Tenri Alyani[1]
Magfirah Tyhayyib[2]
St. Hartina[3]

[123]English Language Education, UIN Palopo, Palopo, South Sulawesi
E-mail: tenrialyani01@gmail.com

ABSTRACT

This research aims to produce a bilingual flipbook of South Sulawesi folktales as supporting reading material for eighth-grade students at SMPN 1 Bua. The development of this media is based on the problems of low student interest in reading, limited English vocabulary mastery, and minimal understanding of local folktales as part of cultural identity. The method used was Research and Development (R&D) with a 4D development model, which includes the stages of Define, Design, Develop, and Disseminate. During the definition stage, a needs analysis was conducted through student questionnaires and interviews with teachers to identify learning obstacles. The results indicated that students had difficulty understanding English texts, had limited vocabulary, and needed more engaging and culturally contextual teaching materials. The design stage resulted in a digital flipbook prototype presenting South Sulawesi folktales in two languages (Indonesian and English), complete with supporting illustrations, a vocabulary glossary, audio narration, and reading comprehension exercises. Next, during the development stage, the product was validated by experts in terms of material, culture, language, and design. The assessment results were categorized as "very good," with scores ranging from 88.75% to 95%, thus declaring it suitable for use with minor revisions. The dissemination stage was conducted through a limited trial with students. The trial results demonstrated a positive response and increased student interest and motivation in reading English texts. Thus, this bilingual flipbook based on folk tales was declared valid and suitable for use as supplementary reading material in English language learning.

Keywords: South Sulawesi Folklore, Reading Material, Flipbook Digital, Research and Development.

1) INTRODUCTION

Reading is an essential skill in language learning, particularly in understanding written texts. It plays a crucial role in students' academic success and daily life. However, students often face difficulties in reading English texts due to limited vocabulary and low interest in reading.

In Indonesia, the level of reading literacy is still relatively low, as indicated by international assessments. This condition highlights the need for innovative and engaging learning materials that

can improve students' reading skills. Traditional textbooks are often less attractive, making students less motivated to read.

Furthermore, students are not sufficiently familiar with local folklore, which contains valuable cultural and moral values. Integrating local culture into learning materials can make learning more meaningful and contextual. Therefore, developing culturally relevant materials is important to increase students' engagement.

Based on these problems, this study focuses on developing a bilingual South Sulawesi folklore flipbook as a reading storybook. The use of bilingual text aims to help students understand English texts more easily, while the flipbook format provides interactive and engaging digital media. The research question of this study is: How is a bilingual South Sulawesi folklore flipbook designed as a reading storybook for eighth-grade students at SMPN 1 Bua?

2) METHODS

This study employed the Research and Development (R&D) method using the 4D model: Define, Design, Develop, and Disseminate.

In the Define stage, a needs analysis was conducted through questionnaires distributed to students and interviews with an English teacher. This stage aimed to identify students' needs, wants, and lacks in reading English materials.

In the Design stage, the researcher created an initial draft of the product based on the results of the needs analysis. The product consisted of bilingual South Sulawesi folktales, supported by illustrations, vocabulary lists, and exercises.

In the Develop stage, the product was validated by experts, including material, cultural, language, and design experts. The validation results were used to revise and improve the product before testing.

In the Disseminate stage, the product was implemented in a limited trial with students at SMPN 1 Bua to evaluate its effectiveness and students' responses.

The instruments used in this research included questionnaires for students, expert validation sheets, and interviews. Data were analyzed using qualitative and quantitative methods.

3) RESULTS

Define

At this stage, the researcher conducts a defining stage or finding out what is needed by distributing a questionnaire that distributes 12 questions with 26 students as respondents. Below can be seen the respondents' responses to the loyal questions in the questionnaire.

Table 1. The Result of the instrument's validation by the expert

Aspects	Score
Content	4.00
Scope of the content	4.00
Language	3.00
Average Score	**3.66**

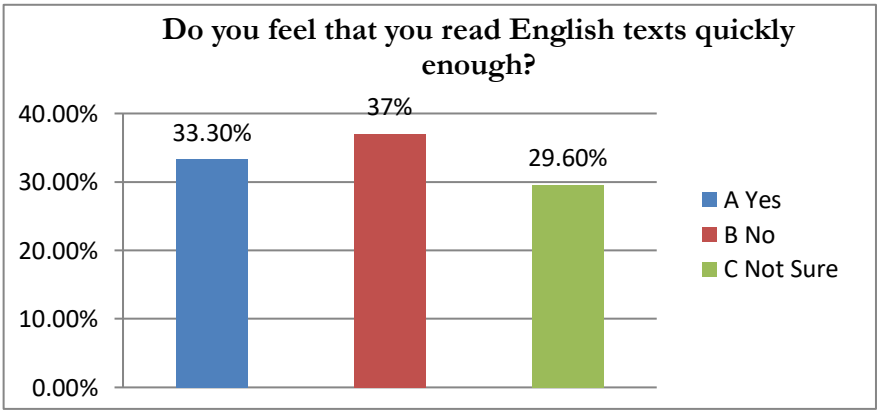


Figure 1. The percentage of students fluent in reading English texts

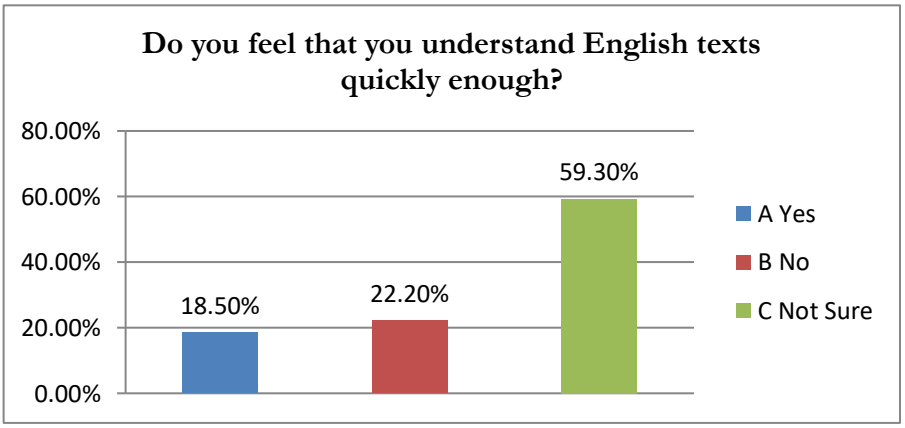


Figure 2. The percentage of students fluent in understanding English texts

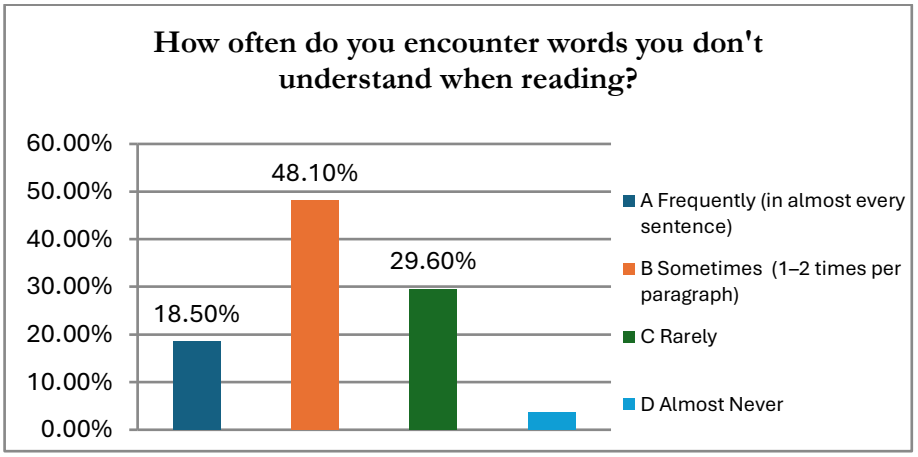


Figure 3. The percentage of how many students encounter word they do not understand while reading

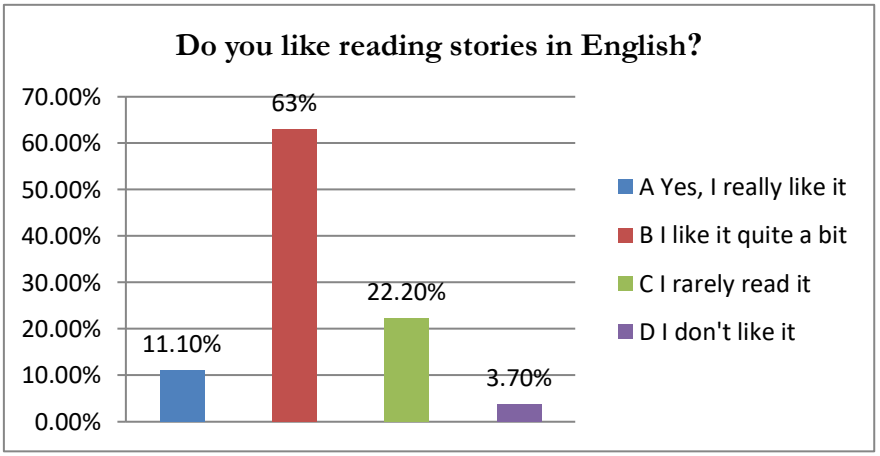


Figure 4. The percentage of the interest students of reading English story

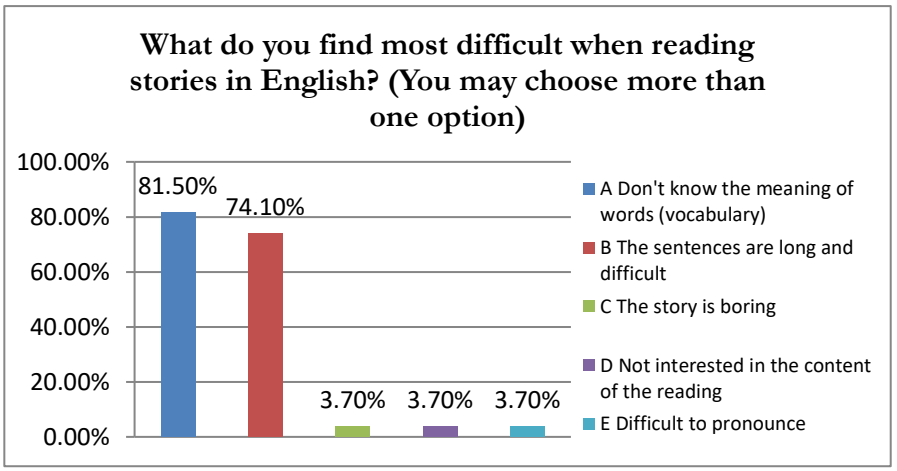


Figure 5. The percentage of student's difficulties in reading stories in English

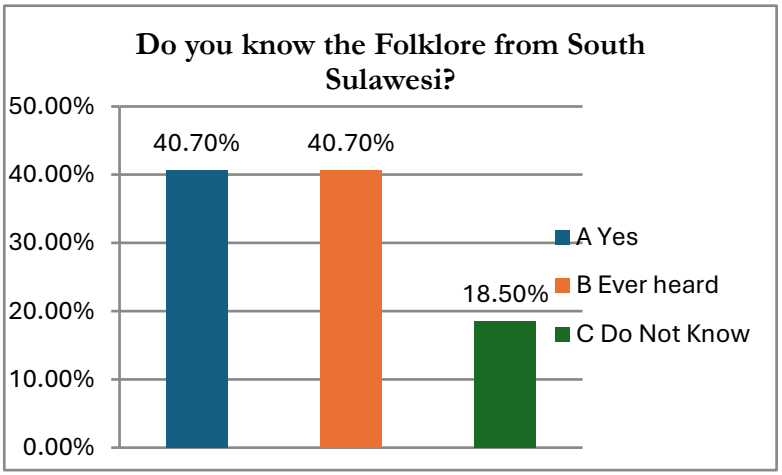


Figure 6. The percentage of students knowledge of folk tales from South Sulawesi

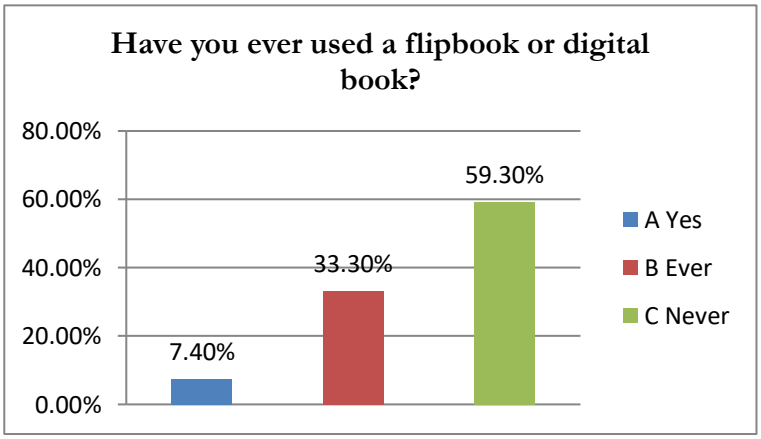


Figure 7. The percentage of have students ever used digital books.

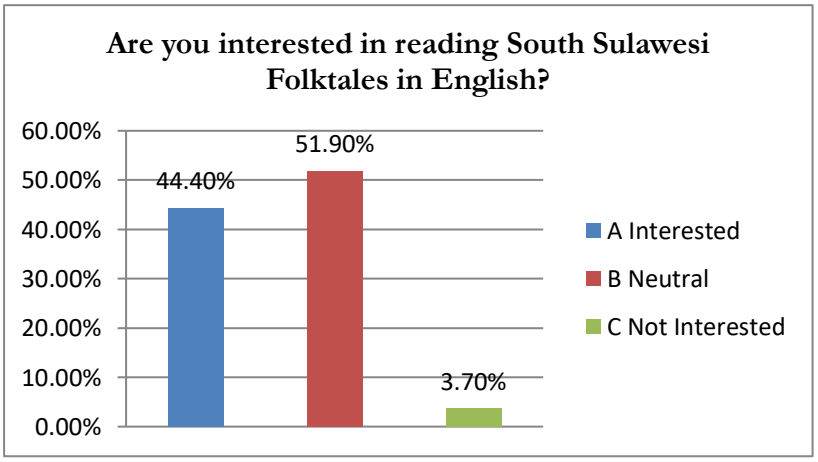


Figure 8. The percentage of students interest in reading South Sulawesi folklore in English

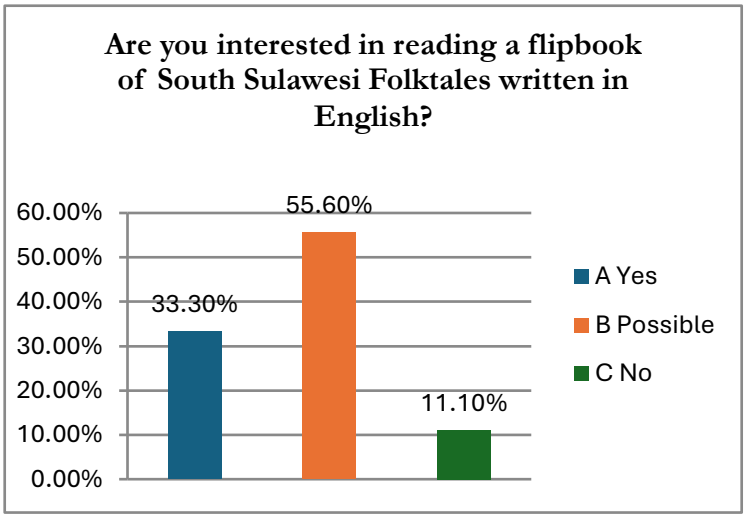


Figure 9. The percentage of students interest in reading South Sulawesi folklore in English through flipbook.

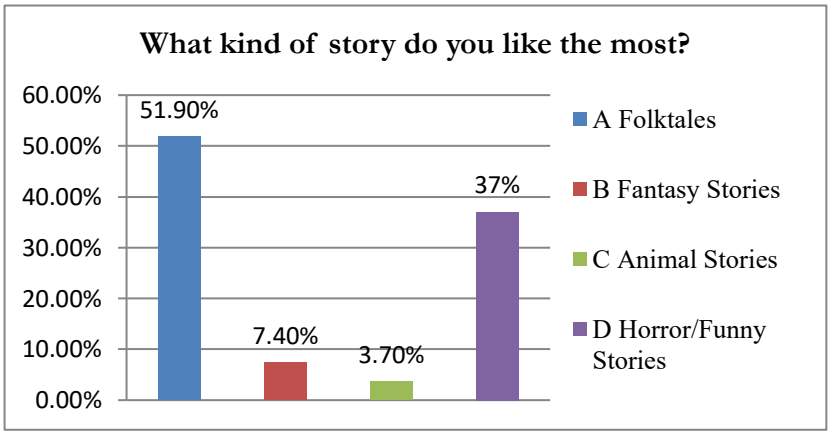


Figure 10. The percentage of kind of story that students' like

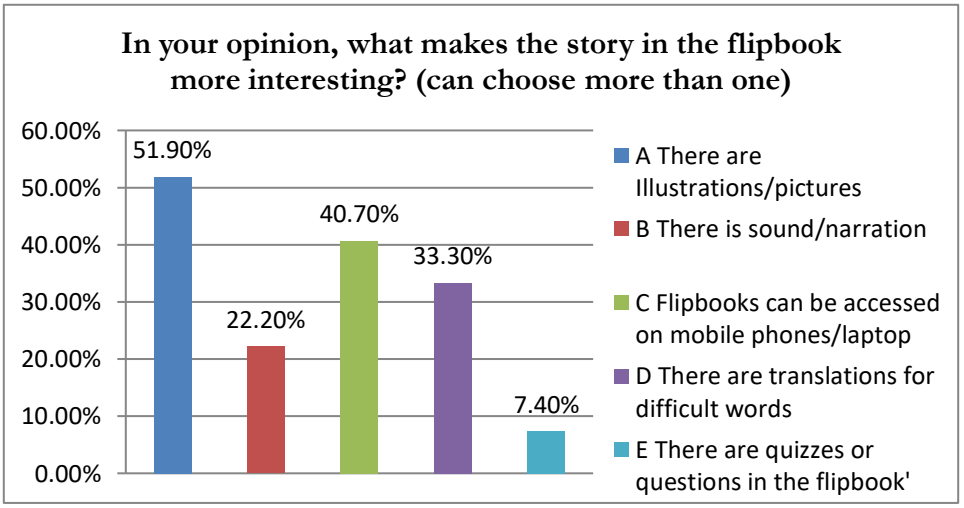


Figure 11. The percentage of student choices regarding interesting flipbook content.

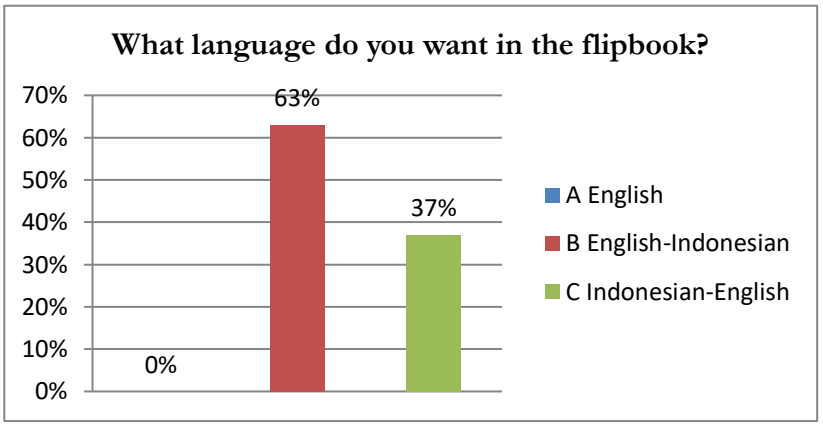


Figure 12. The percentage of language desired by students in the flipbook.

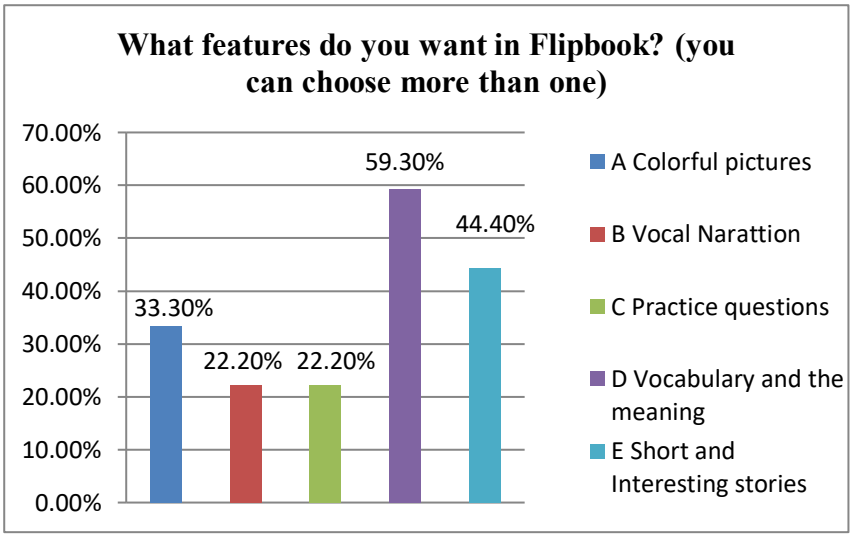


Figure 13. The percentage of what features do students want in a flipbook.

Design

After analyzing students' needs, the researcher compiled a bilingual folklore Flipbook. The Flipbook was design includes 10 folklores from different regions in South Sulawesi, on the first page there was a list of unfamiliar vocabulary from the story. The researchers also added audio features to each page of English story text, so students can easily listen to the audio of the text and its pronunciation while reading. After determining which folklores to include in the bilingual folklore Flipbook, the researcher was prepared a vocabulary list and exercises (QUIZ TIME) at the end of each story.

Develop

Researcher develop materials that have been compiled at the design stage. This development was carried out by researcher for several weeks. After the first draft was completed by the researcher, this product was then submitted to expert validators to validate the product. There are four expert validators who validate this product, namely, the material expert, the language expert, culture expert and the design expert. From the four validators, the researcher's product received a score of 94,25% and was included in the "Excellent" category with detailed calculation.

Disseminate

In this stage, researcher comes to the SMPN 1 Bua especially to 8C class to introduce the product. In this stage the researcher explained what the contents of the product were in detail. The researcher also collected feedback from SMPN 1 Bua students to determine the effectiveness of the product through Google form questionnaires. After the researcher analysis the result of questionnaire from students it can be concluded that the product was well received.

4) DISCUSSION

The findings indicate that the bilingual folklore flipbook effectively addresses students' needs in learning English reading. The integration of bilingual text helps students understand vocabulary and sentence structure more easily.

In addition, the use of local folklore aligns with the principles of culturally based learning, which emphasize the importance of integrating students' cultural background into learning materials. This approach makes learning more meaningful and engaging.

The use of digital flipbook media also supports students' learning habits, as they are more familiar with digital technology. The inclusion of illustrations, vocabulary lists, and exercises enhances students' motivation and comprehension.

However, this study has limitations, such as limited implementation and a small sample size. Future research is recommended to expand the use of this product in different contexts and improve its features.

5) CONCLUSION

This study concludes that the bilingual South Sulawesi folklore flipbook is a valid and feasible learning material for junior high school students. It effectively improves students' reading interest, vocabulary, and comprehension.

The product also contributes to preserving local culture by introducing South Sulawesi folklore through modern digital media. Therefore, it is recommended for use as supplementary reading material in English learning.

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