



Transforming Balinese Folk Tales into E-books : Creative Solutions to Improve Reading Literacy and Speaking Skills

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Abstract: The purpose of this research is to develop valid, practical, and effective Balinese Folk Tales *e-book* to improve reading literacy and speaking skills of elementary school students. This research method uses research and development (R&D) with the ADDIE model (*Analysis, Design, Development, Implementation, Evaluation*). The subjects of this study were fifth grade students of Saraswati 4 Elementary School, Denpasar , Bali . Validity data were obtained through tests with reading literacy and speaking skills material experts, language experts, and learning media experts collected using a questionnaire instrument. Effectiveness test data were obtained through a quasi-experiment with a *Non-equivalent control group design* conducted on an experimental group of 32 students and a control group of 30 fifth grade elementary school students using a descriptive test instrument for reading literacy and a performance test for speaking skills. The data analysis used was one-way multivariate analysis of variance (Manova). The results of the study showed that the Balinese folklore *E-book media* for fifth grade elementary school students were stated to (1) Have characteristics that can refer to reading literacy and speaking skills indicators; (2) Very valid in terms of material, language, and learning media; (3) Very practical as studied from the perspective of students and practitioners; (4) Effective for improving students' reading literacy and speaking skills.

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Introduction

Reading ability is a basic skill in language learning. Reading is a process of channeling and understanding information or knowledge by utilizing the sense of sight through general writing (Linggar, et al., 2024; Oktafiani, et al., 2023) . Reading ability is the foundation of other language skills so that this ability needs to be considered so that it does not become an obstacle for students in achieving their knowledge so that it is important to be given in elementary schools because elementary schools are used as a basis for further education, so that these abilities must be honed since entering elementary school (Anggraini & Rahmawati, 2023; Kirsch & Bergeron-Morin, 2023 ; Linggar, et al., 2024; Oktafiani, et al., 2023) .

However, in reality there are several things that show that reading ability is still low. The results of the 2018 PISA on students' reading interest were 0.001% which shows that the reading interest of the Indonesian people is very low because only one in 1,000 people have a passion for reading and the results of the 2022 PISA show that Indonesia has increased but is still in a low category when compared to other countries (Fitri, et al., 2023; Kemendikbudristek, 2023). This is also supported by the results of the education report in elementary schools which show a decline in students' literacy skills so that they need to be



improved to be better. Then the results of the observations carried out also showed that students were reluctant to find information directly or understand a reading. Of course this shows that students' reading literacy is still very low. If this is left unchecked, it will have an impact on other abilities (Siregar et al., 2024).

The low reading literacy of students is also supported by the provision of facilities by their parents *for mobile phones* to study and communicate but is not balanced with supervision which causes students to prefer playing *games* rather than choosing to read (Ritonga, et al., 2023). In fact, language literacy is important because it leads to the use of language to monitor, reflect, reason, and also plan (Gillam et al., 2022). Reading skills can be helped by practicing literacy which can provide benefits for handling and understanding information when carrying out reading, writing, arithmetic, and problem solving activities in everyday life (Setyawan, 2020). A person can be said to be literate if they understand what is read and can communicate it (Anggraini & Rahmawati, 2023).

Based on the above explanation, it shows that not only reading skills need to be considered, but there are also speaking skills that need to be considered and honed. The development of strong oral language skills in elementary school can provide a solid and effective foundation and play a positive role in cognitive, academic, and social growth in their subsequent school years until adulthood (Gillam et al., 2022; Luckyta et al., 2020). However, in reality, students' speaking skills are still low. This is reinforced by research findings that show that students' low speaking skills arise when teachers try to provide opportunities for active participation but students tend to show reluctant, shy, and even indifferent attitudes (Luckyta et al., 2020). In addition, students also lack the courage and confidence to express their views, ideas, or opinions (Luckyta et al., 2020).

Other problems also arise in speaking skills, especially in storytelling activities such as the flow is not coherent, unclear vocals, stuttering, even repeating sentences due to nervousness and embarrassment when telling stories in front of the class (Nabila Mustafafi et al., 2023). This is evidenced by observation data at SD Saraswati 4 Denpasar Bali in literacy activities, few children wanted to come forward to tell stories because they were embarrassed, lacked confidence, and did not know what to say. Of course, if this is allowed to continue, the next generation will have low speaking skills. These problems can be overcome by developing digital products to be in line with the times that can attract students' attention, one of which is by developing *E-books* as a medium due to the lack of media that facilitates learning to improve reading literacy and skills according to the nature of the students' era. This shows that developing an interactive reading application that integrates various digital features can improve the reading experience for children and increase motivation, self-confidence, satisfaction, involvement, and ultimately lead to understanding (Chuang & Jamiat, 2023).

Before deciding to develop this *E-book*, there were several *E-books* that already existed but had weaknesses. This is evident from a number of perspectives in terms of accessibility and availability. Not all existing folklore *E-books can be accessed directly, which makes it difficult for students to use them* and the availability of Balinese folklore is also still lacking. In terms of content and design, which are still lacking because they only contain writing and pictures, there are no supporting features such as audio and video from the stories in them, making it difficult for students to understand concretely and learn how to tell stories well and correctly (Lake et al., 2023; Saidah, 2021). Then the existing *E-books do not contain assessments that can measure students' reading literacy and speaking skills*



regarding the stories that have been read. Other *E-books* tell more about Indonesian folklore and few *E-books* contain Balinese folklore (Arwanda, et al., 2023) .

This is supported by the rarity of students telling stories about Balinese folklore, which shows that students' low recognition and literacy knowledge of Balinese folklore. The low recognition of Balinese folklore in students is caused by the introduction of folklore that has not been fully conveyed to students due to limited understanding, media, and materials (Kartikasari & Tryanasari, 2020) . In addition, folklore is less popular with the public because many types of stories from abroad are more popular, even though Indonesian folklore itself is a characteristic of Indonesian culture which contains many educational, philosophical, and very useful elements (Zulkarnais, et al., 2018) . After being studied, the cause was that regional folklore packaged in paper media was less attractive, which caused the popularity of foreign stories to be more prominent because they were supported by digital media (Zulkarnais, et al., 2018). Likewise with students' speaking skills. Therefore, the development of this *E-book* uses Balinese folklore.

Based on these things, this *E-book* was developed which contains Balinese folk stories in the form of folk story readings, audio, and video. This *E-book* is also used to train students' speaking skills by filling in the voice recording feature. Then there is an assessment to determine the understanding of the story that has been read or watched as a form of reading literacy results. Based on this, the development of *the E-book* This Balinese Folk Tale is able to integrate three main elements in the form of text, audio, and video, thus providing a multimedia learning experience for students. Another innovative advantage is the voice recording feature that is specifically designed to train students' speaking skills independently and interactively. In addition, this *E-book* is equipped with an automatic assessment system that allows measuring students' understanding of the stories that have been read or watched, making it a tool that not only supports reading literacy, but also speaking skills in one integrated learning platform. Before meeting the assessment menu, students play guessing pictures related to the characters in the story. The development of this *E-book* , in addition to aiming to improve students' reading literacy and speaking skills, also aims to help revive Indonesia's cultural heritage, especially Bali.

Developing a literacy application has the potential to be a useful educational tool to support language skills and some of it can eliminate parents' and educators' concerns about the negative impact of technology on child development (Booton et al., 2023) . Of course, by packaging learning media in the form of folklore, it can improve reading competence (Kartikasari & Tryanasari, 2020) . Not only that, developing interactive multimedia on Android-based fairy tale material can improve language understanding and reading of elementary school students, even digital folklore books have benefits for students in developing students' speaking skills (Adriyanti, et al., 2022; Saidah, 2021) . The purpose of this study is to develop a valid, practical, and effective Balinese Folklore *E-book* to improve reading literacy and speaking skills of elementary school students.

Research Method

This research method uses *Research and Development* (R&D) which is used to produce a product and test its effectiveness (Sudaryono, 2016) . The research was conducted at SD Saraswati 4 Denpasar. In this research and development, the ADDIE development model is used which consists of 5 steps, namely (1) analysis, (2) design, (3) *development* , (4) implementation, and (5) evaluation (Rayanto, et al., 2020) . In the analysis step, performance analysis, student analysis, analysis related to learning materials, and analysis related to



learning achievements and objectives are carried out. In the design step, product design is carried out which includes designing the design and content used. In the *development step*, instrument trials are carried out, content/material expert tests, learning media expert tests, language expert tests, and practicality tests. In the implementation step, the product is used by students and an effectiveness test is carried out in the form of a quasi-experiment with a *Non-equivalent control group design* and analyzed using one-way MANOVA data analysis. The evaluation step is a step that is always present in every step of the ADDIE model which is useful for correcting deficiencies in each stage of development and this final stage aims to assess the overall quality of the product.

The subjects of the study were 2 material experts, 2 language experts, 2 content experts, 2 teachers as practitioners, 3 students for limited trials, 6 students for small group trials, and 32 fifth grade elementary school students. The research conducted required data in the form of content/material expert test data, language experts, media experts, practicality data on the use of the developed *E-book*, and the effectiveness of the product using questionnaire and test instruments. The research conducted was analyzed using percentage data analysis techniques to analyze the validity and practicality of the Balinese folklore *E-book* and *MANOVA data analysis to analyze the effectiveness of the Balinese folklore E-book*.

Results and Discussion

The research conducted resulted in a learning media in the form of Balinese Folklore E-book which has characteristics that reflect the needs of elementary school students, the characteristics of elementary school students, the level of development, school activities carried out, learning achievements and objectives and the abilities of elementary school students. The media also provides a variety of story presentations and features to hone speaking skills designed to improve reading literacy as seen from the design of the read, listen, watch, and assessment features, as well as improve speaking skills as seen from the voice recording feature. Then the E-book has the characteristics of clear navigation, clear content, clear and unobtrusive voice recording, practicing speaking skills without text, easy registration, easy to find student names, and there are challenges in answering quiz questions. This Balinese folklore e-book can also be accessed easily, the graphic and visual design is attractive, the read, listen, video, let's tell stories, games, and quiz features function well, and this E-book has the characteristics of interactive learning assisted by teachers also creating collaborative learning between students and teachers through the assessment and let's tell stories features. Thus, teachers can monitor how their students progress in reading literacy and hone their speaking skills.

In evaluating the accuracy of this development research, there are three main aspects that are considered, namely 1) testing the validity of the media according to learning media experts; 2) testing the validity according to material/content experts from reading literacy and speaking skills; 3) testing the validity of the media according to language experts. The results can be seen in Table 1.

Table 1. Results of the Validity of Learning Media Experts

Results of the Validity Test of Learning Media Experts		
Expert	Score	Category
Expert 1	98.6%	Very valid
Expert 2	92.14%	Very valid
Average	95.4%	Very valid



Based on the data obtained through judges' tests by learning media experts, the Balinese Folklore E-book media obtained a result of 95.4% which was converted into a score assessment conversion table showing that the Balinese Folklore *E-book media* was in the very valid category. This is because the instrument used already covers indicators of learning media. Furthermore, the results of the validity of the material experts can be observed in Table 2.

Table 2. Results of Material Expert Validity

Results of the Material Expert Validity Test		
Expert	Score	Category
Expert 1	100%	Very valid
Expert 2	92.30%	Very valid
Average	96.15%	Very valid

Based on the data obtained through the judges' test by material experts, the Balinese Folklore E-book media obtained a result of 96.15% which was converted into a score assessment conversion table showing that the Balinese Folklore E-book media was in the very valid category. Of course, the validity of this material expert is supported by a measuring instrument that has referred to the indicators of the material used. The next result, namely the validity of the language expert, can be seen in Table 3.

Table 3. Results of Linguist Validity

Results of the Language Expert Validity Test		
Expert	Score	Category
Expert 1	96.70%	Very valid
Expert 2	93.33%	Very valid
The average of both experts	95.01%	Very valid

Based on the data obtained through judges' tests by language experts, the Balinese Folklore E-book media obtained a result of 95.01% which was converted into a score assessment conversion table showing that the Balinese Folklore E-book media is in the very valid category because it is supported by instruments based on language indicators.

In addition to the validity results of the developed media, the media was also tested for the practicality of the product developed in this study from the perspective of teachers as learning practitioners and students as users of the developed learning media. Testing was carried out to determine the practicality of the product through limited trials, small group trials, student responses and two practitioners. The explanation can be seen in Table 4.

Table 4. Limited Trial Results

Limited Trial Results		
Student Assessment	Score	Category
Student 1	87%	Very good
Student 2	90%	Very good
Student 3	86%	Very good
Average	87.7%	Very good

Based on the data obtained when conducting individual trials of three students, the percentage results of the test were 87.7%. The results were then converted into a score assessment stating that the Balinese Folklore *E-book learning media* was in the very practical category. Next, the results of the small group trials can be seen in Table 5.

Table 5. Small Group Trial Results

Small Group Trial Results		
Student Assessment	Score	Category



Student 1	95%	Very good
Student 2	92%	Very good
Student 3	97%	Very good
Student 4	99%	Very good
Student 5	99%	Very good
Student 6	100%	Very good
Average	97%	Very good

Based on the data obtained when conducting a small group trial of six students, the percentage result of the test was 96.9%. The results were then converted into a score assessment stating that the Balinese Folklore E-book learning media was in the very practical category. Then the results of the student response test can be seen in Table 6.

Table 6. Student Response Test Results

Student Response Test Results		
Student Assessment	Score	Category
Student 1	95.6%	Very practical
Student 2	95.6%	Very practical
Student 3	98.5%	Very practical
Student 4	92.6%	Very practical
Student 5	98.5%	Very practical
Student 6	100%	Very practical
Student 7	92.6%	Very practical
Student 8	86.7%	Very practical
Student 9	100%	Very practical
Student 10	100%	Very practical
Average	96.01%	Very practical

Based on the data obtained when conducting a practicality test with many respondents, namely ten students, the percentage results of the test were 96.01%. The results were then converted into a score assessment stating that the Balinese Folklore E-book learning media was in the very practical category. The next result is the result of the practitioner response test which can be seen in Table 7.

Table 7. Practitioner Response Test Results

Practitioner Response Test Results		
Practitioner	Score	Category
Practitioner 1	98.75%	Very practical
Practitioner 2	97.5%	Very practical
Average	98.13%	Very practical

Based on the data obtained when conducting a practicality test with two practitioners, the percentage result of the test was 98.13%. The results were then converted into a score assessment stating that the Balinese Folklore E-book learning media was in the very practical category. Next are the results of the MANOVA test which can be seen in Table 8.

Table 8. Manova Test Results

Multivariate Tests ^a							
Effect		Value	F	Hypothesis df	df error	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	0,914	311,791 ^b	2,000	59,000	0,001	0,914
	Wilks'	0,086	311,791 ^b	2,000	59,000	0,001	0,914
	Lambda						
	Hotelling's Trace	10,569	311,791 ^b	2,000	59,000	0,001	0,914

Multivariate Tests ^a							
Effect		Value	F	Hypothesis df	df error	Sig.	Partial Eta Squared
Media	Roy's Largest Root	10,569	311,791 ^b	2,000	59,000	0,001	0,914
	Pillai's Trace	0,737	82,748 ^b	2,000	59,000	0,001	0,737
	Wilks'	0,263	82,748 ^b	2,000	59,000	0,001	0,737
	Lambda						
	Hotelling's Trace	2,805	82,748 ^b	2,000	59,000	0,001	0,737
	Roy's Largest Root	2,805	82,748 ^b	2,000	59,000	0.001	0.737

Based on the results of MANOVA analysis with SPSS, it was found that the significance value in the Wilk's Lambda media column was 0.001. This indicates that the sig value \leq 0.050 so that it is in accordance with the decision-making criteria H_0 is rejected and H_1 is accepted. So it can be concluded that there is a significant difference in reading literacy and speaking skills between students who use learning media in the form of Balinese folklore E-books and students who use conventional learning media.

The success of a product can be seen from the effectiveness of *E-books* in improving reading literacy and speaking skills. *E-books* that combine multimedia elements such as visuals, audio, animated videos can certainly improve students' understanding of the contents of the story. Not only that, *the E-books* that are developed must also be adjusted to the needs and characteristics of students to make it easier for students to understand something, and cannot be separated from the role of teachers in directing their students (Galand & Nanggala, 2023; Hanifah et al., 2023; Nasution, 2024). The success of the development of Balinese folklore *E-books* to improve reading literacy and speaking skills in elementary school students can be seen from several strategies that have been carried out.



Figure 1. Reading Feature Display

First, Balinese folklore e-books are able to improve the ability to find content, understand content, evaluate, and reflect on content in reading because there are reading features that make students involved in the reading process. For example, Balinese folklore e-books provide reading features that contain 70% images and 30% text that can help students to find, understand stories more easily, evaluate, develop their imagination and creativity.

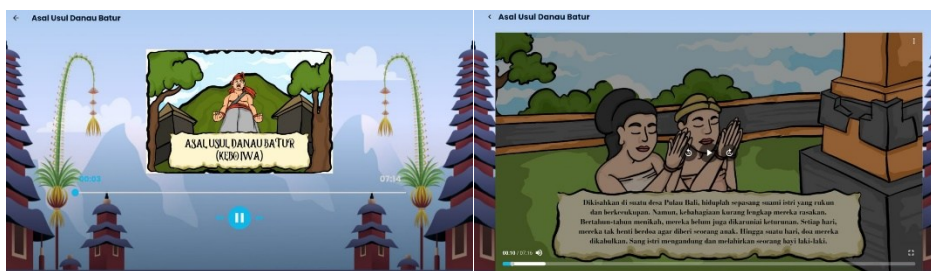


Figure 2. Listen and Watch Features

Second, Balinese folklore e-books can help deepen students' understanding of the story and help students understand how to tell stories because there are audio and audiovisual elements that provide students with the opportunity to hear and watch stories that have been read. For example, students can choose the listen and watch features to find, understand, evaluate, and reflect more deeply on the content of the story and listen to how the vocals, articulation, intonation, language accuracy, mastery of content, fluency, and expression are in storytelling.



Figure 3. Let's Tell a Story Feature

Third, Balinese folklore *e-books* are able to develop speaking skills better because there are elements of voice recording that involve students to actively participate in storytelling activities. For example, after students read and deepen their understanding with the listen and watch features, students will record their voices on the "let's tell stories" feature related to the core of the story obtained while reading. This shows that with the development of the voice recording feature, students can be given the opportunity to practice continuously in honing their speaking skills because by practicing continuously and being given feedback, students' speaking skills can improve (Anjelina & Tarmini, 2022; Nikmah et al., 2020; Santika & Tenggara, 2024) .

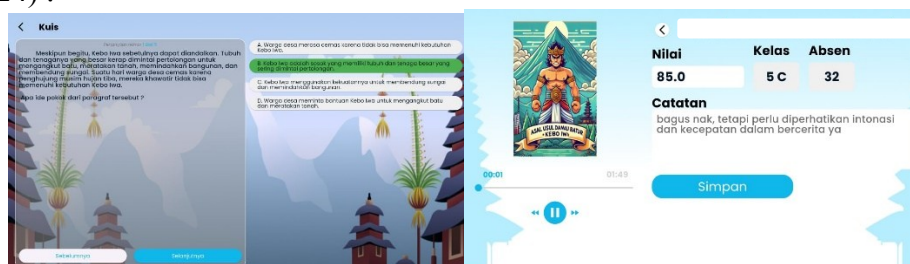


Figure 4. Storytelling Quiz and Assessment Features

Fourth, Balinese folklore e-books are able to measure reading literacy and speaking skills because there are assessment elements. For example, students after reading and recording their voices while telling stories will enter the quiz feature for each story they choose and the questions on the quiz also refer to reading literacy indicators. As for speaking skills, after students record their voices, the teacher will assess the results of their storytelling through the e-book itself so that there is collaboration between teachers and students in improving speaking skills.



This is supported by the results of previous studies which state that developing and using *E-books* can provide a positive contribution to basic literacy in elementary school students by increasing interest in reading and then increasing reading literacy, even contributing to increasing cultural literacy and being effective in improving elementary school students' speaking skills (Ambarwati et al., 2023; Gogahu & Prasetyo, 2020; Lake et al., 2023; Prasetyo et al., 2024; Putrislia et al., 2021; Syamsi et al., 2024; Syarifuddin & Ahyar, 2024). Based on this, Balinese folklore *E-books* are effective in improving reading literacy and speaking skills for elementary school students.

Based on this, the development of this Balinese Folklore *E-book* conceptually provides an impact in the form of a new experience in reading literacy and speaking skills carried out in digital-based learning. Not only that, by developing this *E-book*, it certainly enriches and revitalizes local culture-based literature in education that is packaged in digital media. Then the practical impact is able to motivate students to read and speak through storytelling activities. Teachers also get additional interesting learning resources to develop reading skills and hone speaking skills through storytelling activities.

Furthermore, the impact for parents is as a means to accompany their children while introducing local cultural values through the stories provided. Then, for local culture, it is able to promote Balinese culture to foreign countries, love local culture, and preserve local culture amidst the rapid flow of globalization. Of course, the implications for other researchers can be a reference in developing digital-based media that contain other local cultures and overcome the limitations of media that have been developed to improve product quality.

Conclusion

E-book learning media shows that the results of the material expert test obtained a validity score of 96.5% which is included in the very valid category, the assessment by language experts obtained a validity score of 95% with a very valid category, and the media expert test obtained a validity score of 95.4% included in the very valid category. The Balinese folklore *E-book* learning media shows that the practicality test with students got a score of 96.02% with a very practical category and the practicality test with practitioners got a score of 98.13% with a very practical category. The Balinese folklore *E-book* got effective results used to improve reading literacy and speaking skills.

Recommendation

Teachers are encouraged to utilize Balinese folklore *E-books* by guiding students to study the contents of the reading through stories that are routinely done twice a week so as to improve students' reading literacy. Not only that, because the voice recording feature cannot be responded to directly by the *E-book* but rather assisted by the teacher in providing feedback, it is hoped that teachers can hone students' speaking skills by using *drill methods*, presentations or role-playing related to folklore both in the classroom and in the schoolyard which are routinely done at least twice a week to improve speaking skills. In addition, teachers can give assignments using project-based learning models to increase student participation in reading literacy and speaking skills. For other researchers, it is recommended that they design features with offline conditions so that they can provide *E-books* that can be accessed without the help of the internet and improve the limitations of the let's tell stories feature to improve product quality.



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