

**THE DEVELOPMENT AND VALIDATION OF SUPPLEMENTARY
EXTENSIVE READING (ER) STORYBOOKS AT SMPN 5 TANJUNG
REDEB**

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Abstract

The method used in this study is Research and Development using the ADDIE development model. The type of data used in this study is qualitative data. Qualitative data was obtained through interviews, suggestions, and comments which were then described descriptively. The formulation of the problem in this study is to explore how to develop an Extensive Reading Storybook as an additional material to foster students' joy in reading. The purpose of the study was to investigate the development of this storybook and its effective adaptation strategies. The research began by conducting interviews with English teachers and surveys with a small group of students in one class. The results of the needs analysis showed that the majority of students, namely 24 out of 26 students, showed interest in this storybook and felt bored and less interested in reading only in the form of text. Then in expert validation, the results show that the storybook is worth applying, then the results of the implementation show that students are interested and feel enjoy when reading this storybook.

Keywords: Extensive Reading, Storybook

A. INTRODUCTION

English is gaining increasing significance in Indonesia for a variety of reasons, including cultural, educational, and other objectives. English is taught as a foreign language in elementary, junior high, and senior high schools in Indonesia. When learning English, students are required to acquire proficiency in all linguistic abilities of English, including listening, speaking, reading, and writing. It is centered on the purpose of teaching English. Reading is a key ability for utilizing English effectively. Students need reading abilities, however, in order to access material from the internet, novels, essays, magazines, and books.

Sambodo et al., (2022) Reading is a crucial ability in acquiring English proficiency, indispensable for students to understand information from written

materials. It is regarded as one of the four essential language abilities required for academic and daily life (Rosmarie & Mualimin, 2020).

According to Kurniawati and Koeswanti (2020) acquiring the skill of reading is of utmost significance since it is an essential requirement for every individual. Through reading, one can acquire comprehensive knowledge of all written information. Reading is a passive talent, where the reader comprehends the message or information communicated by the author in a written text.

Once used to reading, students are supposed to possess a wide range of knowledge and be inspired to express their own opinions based on the knowledge acquired from reading. Though, a lot of people think that reading is not something that requires significant attention. Many times, learning to read is merely a component of reading a text; without deliberate planning and evaluation, learning occurs less ideally. Students who learn to read English are expected to understand, use, and reflect on texts that are relevant to their aims and interests in order to enhance their own knowledge and potential. To do this, students must become accustomed to reading literature in English. One approach that can be used to improve their reading skills is through the use of extensive reading (ER).

Extensive Reading is a reading program that emphasizes reading as much as possible in a given amount of time without focusing too much on understanding difficult words or complex details. This program aims to help students improve their language comprehension, vocabulary, and general knowledge by reading materials that are interesting and relevant to them.

Extensive Reading has been proven to be highly effective in enhancing various English language skills. Research indicates that extensive reading positively impacts students' English abilities by improving reading speed, fluency, grammatical accuracy, comprehension, listening, speaking, writing, vocabulary mastery, and grammar (Nakamura, 2018; Lindawati, 2021); Selian et al., 2022; Salameh, 2017). Moreover, the development of English reading skills through extensive reading is crucial as it serves as the foundation for listening, speaking, and writing skills, making it an essential component in language learning (Zhang & Wang, 2017).

Furthermore, the positive effects of extensive reading extend beyond language competence to include enhancing students' English reading habits and skills, promoting independent learning, and increasing motivation to improve language proficiency (Sorohiti & Kirsan, 2023).

This study will focus on extensive reading using storybooks. Some studies show the results of reading using storybooks done by several researchers. According to Suprpto (2021) in "*Pengaruh Buku Cerita Bergambar Terhadap Kemampuan Membaca Pemahaman dan Hasil Belajar Siswa*", the use of picture storybooks in English language education has been recognized as an excellent way to improve students' language skills. Picture storybooks are useful tools in language learning, particularly for young learners, because they give visual aids that help with understanding and vocabulary acquisition. Also, Wicaksono (2020) in "*Pengembangan Buku Cerita Bergambar Interaktif Terhadap Kemampuan Siswa Menemukan Isi Cerita*", said that Storybooks not only hold students' attention but also encourage their imagination and creativity, making the learning process more engaging and enjoyable. Ilma & Handayani (2023) in "*Analisis Buku Cerita Bergambar Bilingual Kumpulan Dongeng Karakter Baik Untuk Anak Sebagai Sumber Belajar Bahasa Inggris*", said that the usage of picture storybooks in English language instruction can greatly enhance the reading comprehension and general learning results of the students.

The current study aims to address a gap in the research on extensive reading by investigating the benefits of incorporating storybooks in the Extensive Reading Program (ER). The study's purpose is to develop an entertaining picture storybook. However, pinpointing the issues that appear in this study presents difficulty. Junior high school kids struggle to understand English stories and reading materials. Storybooks wish to make students more comfortable and less bored when reading. This shows that new approaches to presenting educational material are required. The solution to this problem is anticipated to produce more interesting and inspiring reading material for students.

Based on the background of the research, the problem identified is the low interest in reading or enjoyment of junior high school students in reading texts that

only contain writing. Thus, the formulation of the problem in this study is how supplementary extensive reading storybooks can be developed. Also, this study will focus on investigating how this storybook can be adapted effectively to foster students' enjoyment and excitement in reading.

Based on the problems identified, the main purpose of this study is to develop a storybook with attractive visuals. The purpose of this study is to develop an Extensive Reading Storybook as an additional material. In addition, this research aims to adapt storybooks to increase students' enjoyment and excitement in reading.

B. METHOD

1. Research Design

The type of research used in this study is research and development. Research and development aim to produce products that are beneficial for students and educators. According to Sugiyono (2017), research and development methods are research methods used to produce certain products and test the effectiveness of those products. The steps for research and development according to Sugiyono (2017) are as follows: (1) Potential and Problems; (2) Data Collection; (3) Product Design; (4) Design Validation; (5) Design Revision; (6) Product Trial; (7) Product Revision; (8) Usage Trial; (9) Product Revision; and (10) Mass Product.

Research and Development (R&D) was chosen because it is a research method used to produce a particular product and test the results of that product. Researchers will use the ADDIE model in developing a storybook, which is one of the development models of the Research Design Development (R&D) method. ADDIE model itself was introduced in the 1990s by Reiser and Mollenda. The researcher chose this model because the ADDIE model has a work procedure that is by the stages of Research and Development (R&D) but is more systematic and simple so that it is able to produce a more effective product. The ADDIE stage stands for Analysis, Design, Development, Implementation, and Evaluation.

2. Technique and Instrument for Collecting Data

Data collection techniques and instruments refer to the methods and tools used in research to collect information. The techniques used in this research

include interviews, surveys, observations, and documentation. The instruments used can be questionnaires, software, and other equipment needed to obtain data. In this research, researchers collected data by interview method conducted in schools, using printed paper filled out by students in class.

Data processing was carried out using detailed techniques, including questionnaires containing statements for validation, interviews with students, and statements of student responses to the results of storybook product development. This evaluation will be carried out using the Likert scale method. The assessment of the effectiveness of storybooks as an additional extensive reading material uses a "Strongly Agree" scale consisting of a score of 1 to 4, with the following meanings:

Table 1 Storybook Rating Category

Rating Score	Category
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

The guidelines for calculating the percentage score are as follows:

$$\text{Percentage} = x \ 100\% \text{ (Sugiyono, 2019)}$$

This instrument was tested on validators and several students of grade 7D from SMPN 5 Tanjung Redeb as part of the evaluation stage in the ADDIE (Development and Implementation) model. Assessment data is collected after the experts and students finish reading the storybook and participating in related activities.

The validation questionnaire used in this study is a design expert questionnaire, media expert questionnaire, and material expert questionnaire whose purpose is to find out the validity of the product developed. Experts who conduct validity analysis, give assessments in the form of comments along with

suggestions and scores on the questionnaire that has been available about the product that will be developed. The questionnaire used by the researcher is an adoption questionnaire Then adapt as needed.

Table 2 Product Validations Category

Interval mean score	Category
76-100	Very Worthy
51-75	Worthy
26-50	Not Feasible
0-25	Very Inappropriate

Table 3 Categories of Student Responses

Interval Mean Score	Category
76-100	Very Good
51-75	Well
26-50	Not Good
0-25	Very Not Good

Data Analysis Techniques

Technical analysis data is the result of data import obtained through validation described at the development stage. This data includes the results of validation from three experts, namely media experts, design experts, and material experts, using the Likert scale technique described earlier. The statements included in this validation will be detailed in the results and discussion section.

C. RESULTS AND DISCUSSION

1. Analysis

At this stage, determining the requirements and difficulties junior high school students encounter with reading comprehension was the primary focus. The outcomes of this requirements analysis provide important information on the components that the solution's design had to take into account. To identify the factors influencing the main problems, I conducted in-depth interviews with English subject teachers and surveys with a small group of students in one classroom throughout the analysis phase.

From the results of this analysis, the problem of the lack of English picture books for extensive reading materials and the use of computers was identified, which was the starting point for further development. One of the significant findings was that students feel bored when they face reading if only text,

which highlights the urgency of implementing technology-based solutions to increase excitement and enjoyment in reading activities. Out of the 26 students, 24 expressed interest in using storybooks as an additional teaching tool for the English language. This demonstrates that most students are drawn to using storybooks as a teaching tool. Some students, on the other hand, feel normal or believe that using storybooks to learn English was not a very engaging idea.

2. Design

The design of this storybook begins with determining the theme of the story, story script, and storybook. The developer chose the theme of fable fiction stories, where in the explanation, a fable fiction theme with an interesting storyline can attract students' interest and also give a deep impression when they read because of their interest in the theme of the story. The story script was not the developer's original but from a short story in the 70s from the United States. Titled "Arthur the Rat" with the fictional theme of fable rat animals adapted to junior high school students. Story scripts were needed at an early stage to make them easier to visualize in a storybook. The storybook creation process from the rough sketch stage to the plan will be incorporated into the Heyzine flipbook maker.

Rough Sketch

At this stage, the first process was to make a rough sketch, made in a sketchbook using a pencil.

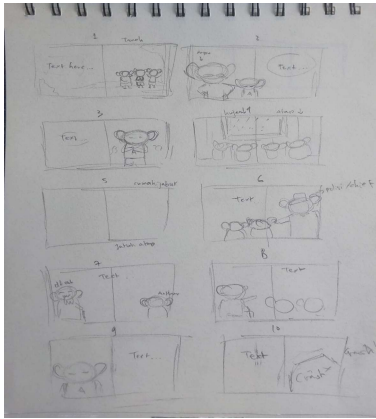


Figure 1 Raw sketch for a storybook panel

Drawing Stage

At this stage, the developer immediately carried out the drawing stage using drawing tools in the form of smartphones and the ibisPaint X application.

M. Arbain: EFL Students and Teachers' Attitudes Towards Business English Pod In Term Of Their Listening and Speaking Skills



Figure 2 Sketch Process into Digital

Start of Adding Writing

Starting from the title of the cover storybook, the story synopsis, the names of the characters, dialogues, and the narration. In the synopsis of the story to the narration, the Storytime font with a font size of 100, and the Dilo World font with a font size of 106, was used at the beginning of the narrative. On the cover, the font name in the title used The Minion font mixed with the Storytime font and uses the Storytime font as well as the developer's name.

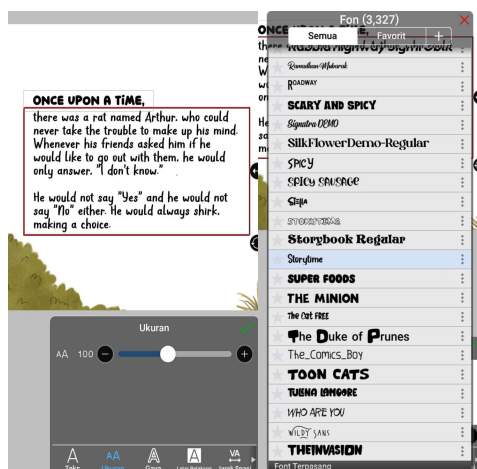


Figure 3 Display of font sizes and types in storybook

3. Development

Adding to Flipbook Maker

At this stage, the finished storybook will be saved in PDF format and then put into the flipbook maker on the Heyzine website.

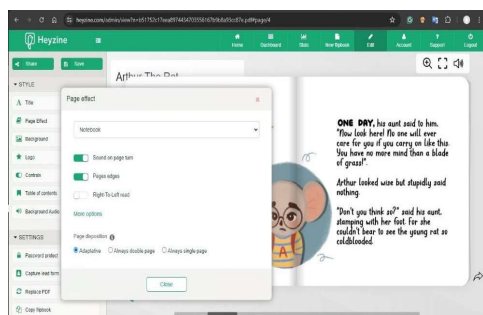


Figure 4 Formatting from PDF format standard to flipbook

Adding Effects in Heyzine Flipbook Maker

At this stage, the developer added paper sound effects to the storybook to make it look like a real book. By clicking the sound on the page, turn on the page effect menu. The developer also added other effects such as the flipbook shape that looks like a real book.

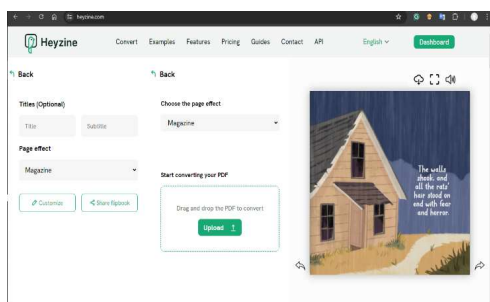


Figure 5 Adding page effect

Storybook Validation

This storybook was validated by 3 validators with several parts ranging from the design, media, and material parts. This storybook was intended to get results on whether this storybook was by the theme of fable fiction and whether an interesting storyline can attract students' interest and also give a deep impression on students. So at this validation stage, the developer gave a questionnaire to 3 validators, namely, Dio Rahul Firmansach as a design expert validator, Ahmad Syaddad, M.Pd as a media expert

validator, and the third was Yuli Puji Astutik, S.Pd.I, M.Pd as a material

Table 4 Recapitulation of Storybook Validation Results

No.	Validator	Percentage(%)	Category
1	Design ExpertValidator	100%	Very Worthy
2	Media Expert Validator	94%	Very Worthy
3	Material Expert Validator	100%	Very Worthy

4. Implementation

At this stage, the developer has requested information from 15 student respondents regarding the results of reading the storybook, which includes 9

statements with indicators from strongly agreeing to strongly disagreeing using a Likert scale.

Table 5 Questionnaire Data on Student

No	Sub Indicators	Students Response				Percentage	Category
		SA	A	D	SD		
1	I enjoyed reading the Storybook "Arthur The Rat."	4	11			82%	Very Good
2	The storyline of this storybook makes me curious and want to keep reading.	1	14			77%	Very Good
3	The illustrations and images in this storybook add to the pleasant reading experience.	3	12			80%	Very Good
4	The dialogues and conversations in this storybook are easy to understand.	1	10	4		70%	Well
5	The theme of the story in this storybook is interesting to me.	4	11			82%	Very Good
6	This storybook contains useful messages.	2	13			78%	Very Good

	The use of color and visuals in the storybook makes it more interesting.	7	8			87%	Very Good
8	I feel interested in reading this storybook more than once.	1	14			77%	Very Good
9	I would recommend this storybook to my friends.	10	5			92%	Very Good
Average Percentage						80%	Very Good

Responses to Storybook

Based on the results of the response data of 15 students collected from the questionnaire, the majority of students indicated that they liked and were interested in this storybook, with an average percentage of 80%.

In addition to distributing questionnaires, the developer also conducted interviews with 1 student who was a respondent in the implementation of this storybook. The following are the results of the interview with students' responses and

impressions of the storybook.

Table 6 Results of Interviews with the Student

No	Question	Answer
1	What was your first impression after reading the storybook "Arthur The Rat"?	The story was exciting and funny, also the characters were cute.
2	Did this storybook catch your attention?	Yes, the drawing style is cute and interesting.
3	Do you think this storybook is suitable for applying to English subjects in the classroom?	Yes, the illustrations are interesting and don't make me bored. Because. when learning English, the teacher only gives readings to books that contain writing.
4	What message can we take away from this storybook?	Don't be like Arthur, because he can't think, he finally dies at the end of the story.

From the results of an interview with one of the students at SMPN 5 Tanjung Redeb, it shows that this storybook was interesting in terms of illustration and story. In addition, students also think that storybooks are suitable to be applied in English lessons so that they do not get bored while reading.

5. Evaluation

At the evaluation stage, the Developer provides a final assessment of the efficacy and success of the development and implementation process in the form of the "Arthur The Rat" storybook product. This evaluation stage involves determining the extent to which the storybook meets the needs of the reader and achieves the predetermined goals. The developer then provides the elements associated with this evaluation, specifically formative evaluations and summative evaluations, where each of these explanations was connected to the values to be described in them.

Formative Evaluation

Using the ADDIE model for this study, it was found that, at the time of the analysis, the results showed that students were bored of reading texts that contained only text and that the use of computers in English classes was very rare

or even non-existent. Then, during the design phase, developers receive various comments and suggestions from various parties. Then, while the product was being developed, three expert validators provided assessments. Namely from design experts who gave a percentage value of 100% which was categorized as very worthy, also from media experts who gave a percentage value of 94%, and finally from material experts who gave a 100% assessment. In this expert validator assessment, developers were given input and suggestions which are then revised.

In the subsequent step, the data implementation step was derived from the student response form, with the overall student response rate being 80%. This shows that students like and are interested in the storybook product.

Summative Evaluation

Data from the summative evaluation, the developer obtained from the results in the form of 15 students who had finished reading the storybook were interested, pleased, did not feel bored, and enjoyed reading the storybook "Arthur The Rat".

Strength of the Product

This storybook was in the form of a digital book accessed through the Heyzine flipbook maker application, the advantages of this storybook are as follows:

- 1) Because this storybook was digital and accessible from anywhere, it can be very simple for students to read on their own.
- 2) This storybook has a design and illustration that was very attractive to readers because of the colorful visuals in it as well as the shapes and slides of the storybook that look like a physical book.
- 3) This storybook can also be accessed offline via PDF format.
- 4) This storybook can help students to reduce boredom while reading.

Weakness of The Product

In addition to having advantages, this storybook product also has weaknesses, including:

- 1) Because it was a digital book, this storybook can be read through gadget media, such as smartphones, tablets, computers, or other gadget media.
- 2) Storybook with Heyzine flipbook maker application can also only be accessed using the internet network. Because readers are given access through links.

Limitations of The Research

- 1) The storybook created with this Heyzine flipbook maker features a single, non-continuous short story. So, this storybook doesn't have a follow-up story. It is only a short story.
- 2) The research and data collection process and its implementation are limited in time, which was only in 1 month.
- 3) This development was limited to the evaluation stage.

D. CONCLUSION

This study describes the development and validation of the storybook "Arthur The Rat" as a supplementary part of extensive reading material for junior high school students. The results of this study show that this storybook has succeeded in achieving the set goal, which is to present fable fiction stories through interesting narratives and interesting illustrations. This finding is supported by validation from experts, namely design experts who give a 100% assessment, then media experts who give a 94% assessment, and the third by material experts who give a 100% assessment. Then, the results of the implementation to students also show that this storybook is interesting, gives a pleasant impression, and is enjoyable when read.

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