



BOOK CREATOR: NARRATIVE LEARNING MEDIA IN VOCATIONAL HIGH SCHOOL

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Abstract

This research aims to produce a valid book-creator-based English learning media at the vocational high school level. The design of this research is R&D. Data collection is carried out using questionnaire, test and interview techniques. The research was conducted at SMK Negeri 1 Trenggalek and the research subjects were students of class X TITL. After that, product validation is carried out to material experts, and the media. In the validation, it gets a score with the criteria of "Very Good". After that, the researcher conducted a trial using SPSS to see the effectiveness of the product by conducting an n-gain test in one class with an average n-gain value of 81,32% with the "Effective" criterion. This shows that the product of book creators on narrative text material is feasible and effective to be used as a learning medium for English learning and effective in improving student understanding. The average score in the pre-test was 53,18 while the post-test was 81,82 which proved that there was an improvement in student understanding.

Keywords: Book Creator, Narrative, Vocational High School.

INTRODUCTION

The rapid growth of technology and information significantly affects education, prompting educators to carry out intellectual, interpersonal, and skills updates. The curriculum currently implemented in Indonesia is the Independent Curriculum, with an educational concept that aims to develop creativity. The Merdeka Curriculum emphasizes the importance of flexibility in the teaching and learning process, providing freedom for teachers to adjust teaching methods according to the needs and potential of each student. Damianti et al. (2024: 12) states that the implementation of the Merdeka Curriculum will certainly bring significant impacts and changes to teachers and education personnel in schools in various aspects, including learning administration, learning strategies and approaches, learning methods, and even learning evaluation.

Global demands force the education sector to continue to follow technological developments as part of efforts to improve the quality of education, especially in adapting its use in the learning process in the world of education (Baikuna et al., 2024: 103). Technology has a very important role in the world of education, especially

in changing the way of learning to be more diverse and modern. The role of technology in education is to create quality educational standards. To achieve optimal results, teachers need to invest a lot of time and effort in finding the most satisfying, precise, and effective teaching methods. The integration of technology in education allows access to a wide range of learning resources that can be accessed anytime and anywhere, so that students can learn according to their individual pace and learning style. In addition, technology also facilitates collaborative learning through online platforms and digital communication tools, allowing students and teachers to interact and work together without geographical restrictions. This creates a more inclusive and dynamic learning environment, where ideas can be exchanged more easily and quickly.

Based on observations of school field experiences or internships at SMK Negeri 1 Trenggalek. There are several problems that researcher found in the field, such as lack of learning model innovative, lack of motivation and interest in learning English, lack of learning media relevant to the material, and the use of learning media that has not been maximized. Narrative texts are learnt by tenth grade of vocational high school students in the second semester of the Merdeka Curriculum. The selection of narrative text material for research and development is based on the fact that education currently refers to the curriculum (Setyaningsih et al, 2017: 173). Therefore, researcher is interested in developing learning media to overcome these problems through narrative text material. A narrative text is a series of sentences that have the ability to narrate and explain events. The purpose of narrative stories is to educate or set an example by inserting moral values. In addition, narrative stories also contain events that aim to entertain readers or listeners.

Along with the development of technology, printed books can be developed into electronic books, to integrate various components such as images, text, video, audio, and animation into a single platform, e-books can be developed using the book creator. Book Creator is a learning media application that has a book-shaped format. This app gives you a look similar to a book, but in a form that resembles a PowerPoint (Rahayu, 2022: 30). The advantages of this e-book according to Ruddamayanti (2019: 1199-1200) it is more practical, easier to carry, environmentally friendly, simpler, easy to process, and easy to distribute. Although there are a number of advantages, digital books also have several disadvantages, such as: Requires

electronic devices, such as computers, tablets or cell phones, in order to open digital books.

The objective of this research is to develop of learning media based on book creator in narrative text material of vocational high school. The results of this study are expected to be proof that book creators can be one of the feasible and effective learning media in teaching narrative texts.

RESEARCH METHOD

This research design in this research is Research and Development (R&D). According Sugiyono (2013: 297) Research and Development (R&D) is a research method used to conduct research to create new products and test the effectiveness of those products. In this research, there is also quasi-experimental research design. Moreover, Hastjarjo (2019: 189) stated a quasi-experiment is an experiment in which the placement of the smallest unit into the experimental and control group is carried out without the use of a random method (nonrandom assignment). The following figure shows the development steps of the product in this research.

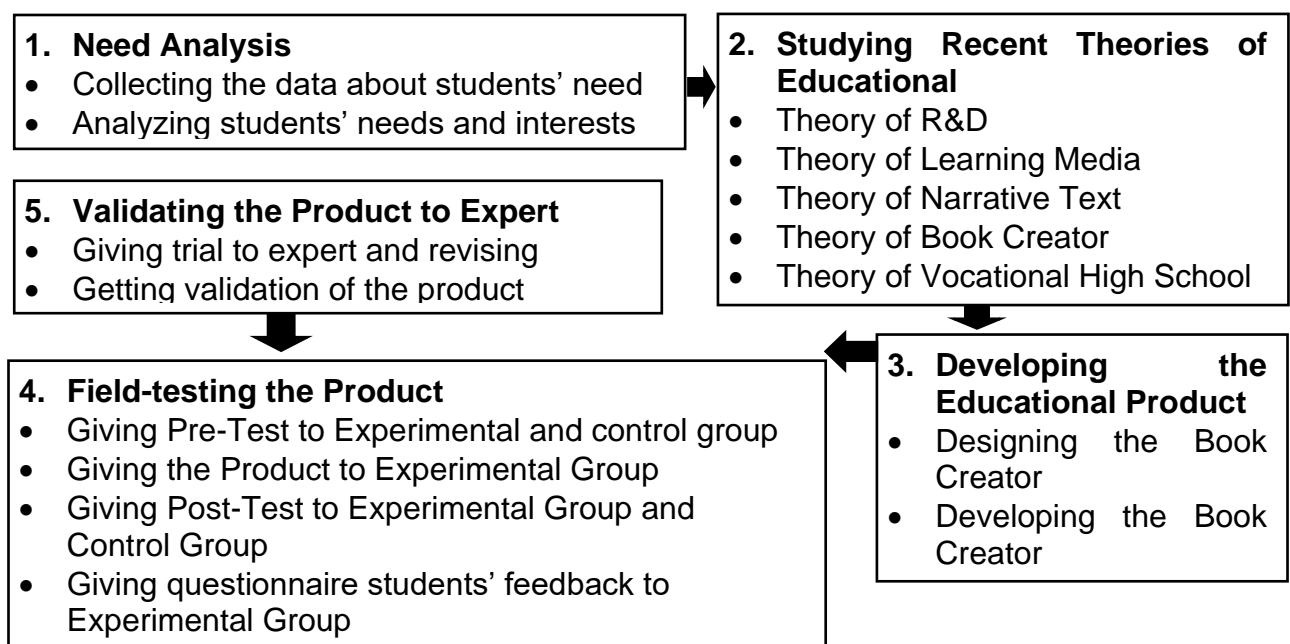


Figure 1. Development Steps of Book Creator

The researcher conducts the research in 29 April to 07 Juni 2024. The research location is SMK Negeri 1 Trenggalek, located at Brigjen Sutran Street, Numb. 03 Sumbergedong, Trenggalek. This research used non probability sampling which sampling techniques that do not provide an equal opportunity for each member of the

population to be selected as a sample member. (Abubakar, 2021: 64). Therefore, the subject chosen by the researcher is the students tenth grade of majoring in TITL (Electrical Power Installation Engineering) of SMK Negeri 1 Trenggalek in 2023/2024 academic year that consist of 33 students in experimental group and 36 students in control group.

The data collection techniques in this study were by questionnaires, test and interview. The instrument used is a questioner in need analysis consist of 27 questions and students' feedback consist of 15 questions. The researcher uses Likert scale, the scale range includes options "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree". Researcher also conduct interviews to obtain validation and input from experts during product development. In addition, the test was given to the experimental class and the control class. This test consists of two types, namely pre-test and post-test. Researcher used SPSS for Windows version 25 to measure the validity and reliability of the instrument (questionnaire and test). In the validity test, the Pearson Product Moment value that reaches or exceeds 0.30 is declared valid (Azwar in Purwanto, 2018: 90). Meanwhile, in the reliability test, the Alpha Cronbach value that exceeds 0.60 is considered to have good reliability (Sujarweni in Purwanto, 2018: 105). The data from the interview results were analyzed qualitatively, while the data from the test and questionnaire were analyzed quantitatively.

RESULT AND DISCUSSION

Finding of Initial Product Development

From the students' need analysis questionnaire result, obtained data as follow; maximum score $(5 \times 27 \times 35) = 4725$, minimum score $(1 \times 27 \times 35) = 945$, score range $(4725 - 945) = 3780$, total score = 3135 and resulted the following figure.

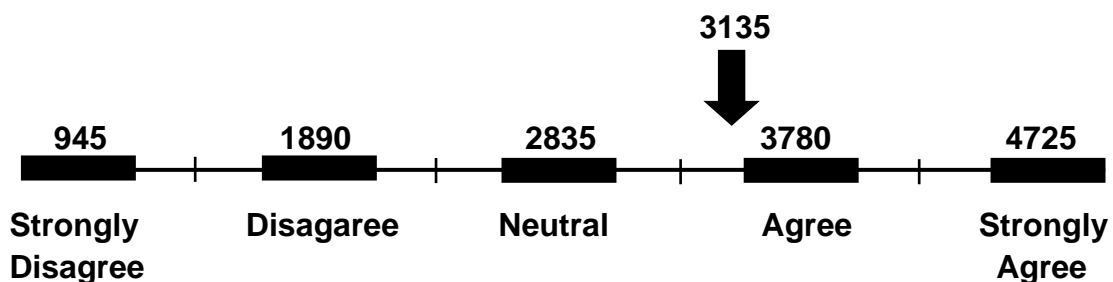


Figure 2. Continuum Diagram of Students' Need Analysis Questionnaire Result

Because the need for learning by students has been discovered. Most students agree that regular learning on their own is necessary for students and has an effect on their academic performance. Then, they also mostly agree that effective learning media can help them in understanding the material in school and also increase their learning motivation. Then, the majority of students agree that digital learning media is more attractive than learning media, although as many as 6.3% of students disagree with this statement. Finally, most students expect an attractive learning app with images and videos, clear explanations, and easy accessibility.

Finding of Expert Validation

Before field-testing the product, the researcher validated the product to media expert and material expert. Here is the detail:

Table 1. Product Comparison Before and After Validating to the Expert Media

Before	After
<ul style="list-style-type: none"> The development of book creator-based learning media is not yet clear. 	<ul style="list-style-type: none"> The researcher clarified the developed product. The product developed is a student workbook, which contains several worksheets.

Table 2. Product Comparison Before and After Validating to the Expert Materi

BEFORE	AFTER
<ul style="list-style-type: none"> Generic structure and formula of narrative sentences, the text is not yet contained in the book creator. 	<ul style="list-style-type: none"> Researcher add incomplete material according to the direction of material expert.

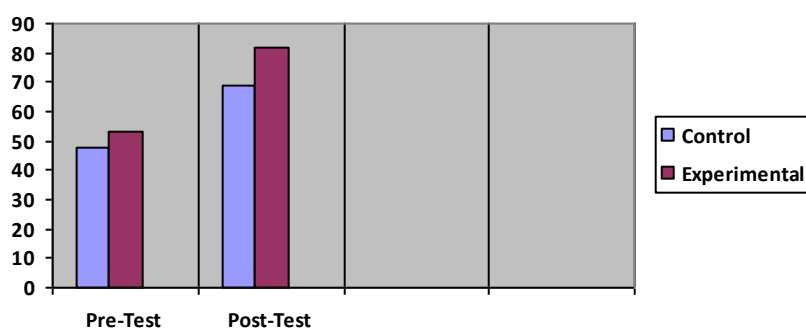


Figure 3. Result of Pre-Test and Post-Test

Based on data above, the score of experimental class had been increased and higher than control class. However, it could be concluded that there was a significance difference in the result of post-test between experimental class that used the learning media based on book creator and control class that did not use.

Result of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Experimental	.145	33	.076	.917	33	.015
	Control	.142	36	.063	.960	36	.218

a. Lilliefors Significance Correction

Table 4. Normality Test of Pre-Test

The researcher employed the test of normality of the data using the Kolmogorov-Smirnov test with the criterion that if the value of asymp. Sig (p) > α, so the distribution of data is normally distributed (Pramono et al., 2021: 213). Based on data above, the value of sig. for the pre-test in the experimental class was 0.076 and 0.063 for the pre-test in control class. Thus, the data for pre-test in this research was distributed normal.

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Experimental	.144	33	.080	.967	33	.393
	Control	.136	36	.091	.943	36	.062

a. Lilliefors Significance Correction

Figure 5. Normality Test of Post-Test

Based on data above, the value of sig. for the pre-test in the experimental class was 0.080 and 0.091 for the pre-test in control class. Thus, the data for pre-test in this research was distributed normal.

Result of Homogeneity

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.724	1	67	.398
	Based on Median	.584	1	67	.447
	Based on Median and with adjusted df	.584	1	63.455	.447
	Based on trimmed mean	.669	1	67	.416

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.391	1	67	.534
	Based on Median	.368	1	67	.546
	Based on Median and with adjusted df	.368	1	66.740	.546
	Based on trimmed mean	.437	1	67	.511

Figure 6. Homogeneity Test of Pre-Test and Post-Test

Based on the figure above, it is known that based on the mean significance value for pre-test results in both classes is 0.398. Because of the value of sig. $0.398 > 0.05$, it can be concluded that the data variance of the pre-test results in the experimental and control classes is homogeneous. Meanwhile, the significance value for post-test result in both classes was 0.534. Because, from the value of sig. $0.534 > 0.05$, it can be concluded that the variance of data from post-test results in experimental and control classes is homogeneous.

Result of Paired Samples T-Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Post-Test	8.864	14.539	1.790	5.290	12.438	4.953	33	.000

Figure 7. Paired Samples T-Test

Based on the figure above, it is known that the Sig (2-tailed) value in the Equal variance has a value of $0.000 < 0.05$, so as a basis for decision making in the paired sample test, it can be seen whether H_a is accepted. Therefore, it can be concluded that students who are taught English for Electrical Power Installation Engineering (TITL) using book creators have better achievements than students who are not taught using book creators in class X TITL SMK Negeri 1 Trenggalek.

Result of N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Skor	33	.18	2.33	.8132	.54999
NGain_Persen	33	17.65	233.33	81.3242	54.99916
Valid N (listwise)	33				

Figure 8. N-Gain

Based on the results of the recapitulation of the N-gain test in the figure above, the minimum N-Gain score of 0.18 and the maximum N-Gain score of 2.33. While the average value of N-Gain is 0.8132 so it is located in the range of $<g>> 0.7$ values which are included in the high criteria. In the form of a percentage, it can be seen from the average value showing a figure of 81.32%, the percentage of this value is included in the effective criteria.

Given the research finding elaborated above, the discussion of the findings on this research highlighted as the following. First, concerning the content of the product in this study, it is an adaptation of the Student Workbook which is one of the learning media in schools. This product is a learning media development strategy and is tailored to learning materials. Second, concerning to the product development steps in this research that took five steps as Latief in Basuki et al. (2018:124) stated; need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert, and field-testing the product. Third, concerning to the developing of the product in this research (BOOK CREATOR) that was in line with students' needs. Fourth, concerning to the applicability of the product that was tested in quasi-experimental research design as Hastjarjo (2019:189) stated, to know the effect of treatment given to experimental group and compare the result to control group. And the last, concerning to the form of product (Book Creator) in this research that was line as Hasanah & Rodi'ah in Handayani (2022: 7) defines book creator is a program that combines text, images, and sound, then published in a digital format that can be accessed through a computer or other electronic device, such as Android, smartphone, or tablet.

CONCLUSION

The development of this research is learning media based on book creator in narrative text material of vocational high school. Book creators have the potential to increase students' interest in learning and make the learning process more interesting. Book Creator offers features that allow interactive delivery of materials, such as text, images, video, and audio. This can help students understand the concept of narrative text more easily and enjoyably.

This learning media is prepared based on the results of student needs analysis, several research and development theories, evaluations and suggestions from experts who validate products. They suggest revising the class of products developed as well as the materials contained in the products. The researcher revised the product and it is ready to be tried in class for the next stage.

Field testing was carried out to determine the suitability and application of the product to tenth grade majoring of TITL 1 (Electrical Power Installation Engineering) SMK 1 Trenggalek 2023/2024 academic year. Field test findings showed that the product received a good response from students and teachers. The product has proven to be quite good, effective and efficient to be implemented and is able to increase student enthusiasm for learning, and motivation in learning English, especially in narrative text material.

In conclusion, this study has been able to answer the research problem that reads, "How to develop learning media based on book creator in narrative text material of vocational high school?" Furthermore, this research has been able to achieve the research objective of developing learning media based on book creator in narrative text material of vocational high school.

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