Indonesian Tesol Journal, 7(1), 20-32 (2025)

INDONESIAN TESOL JOURNAL

e-ISSN: 2622-5441(Online) Journal homepage: https://ejournal.iainpalopo.ac.id/index.php/ITJ/index

Developing Luwu Folktales Bilingual Book (English And Tae Language) as Reading Material For 10th Grade of Man Palopo

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Abstract: *This study aims to a Luwu folktales book that can help students of 10th grade at MAN Palopo and to determine student's perception of Luwu folktales book. The method used in this research is Research and Development (R&D) with the 4D model, which consists of four stages: Define, Design, Develop, and Disseminate. The research instruments used was interviews and questionnaire. The outcome of the study is: 1). Luwu Folktales book consisting of 7 units, namely Princess Tandampalik, The Story of King Luwu, The Legend of Sawerigading, The Legend of To Manurung, History if Bulu Poloe, Mount Bambapuang, Batu Mebali Village. 2). Students' perceptions of the Luwu folktales book are very positive with a score of 4.3, the average percentage value reaching 86%. Based on the results of expert validation, the design and layout validation score were 90% with a 'very good' category, language validation score was 84% with a 'very good' category and material validation score was 80% with a 'good' category. and also, the results of teacher' perceptions obtained a "good" category. Therefore, the Luwu folktales book for 10th grade students is suitable as a medium for reading material for 10th grade students and students in general.*

Keywords: *Bilingual Book, Luwu Folktales, Reading Comprehention*

INTRODUCTION

Reading is an important skill in education, which not only serves to acquire information, but also builds broader understanding and knowledge. Various studies, such as Sullivan and Brown (2013), confirm that good reading skills in school-age children lead to significant progress in various areas, including math and vocabulary. However, based on the results of a pre-survey conducted on May 3, 2023, it is known that there is a low interest and motivation of grade 10 students of MAN Palopo in understanding English texts, especially those containing folklore. This is an important background in developing teaching materials that can increase students' interest in reading.

This research explores Luwu folklore as a bilingual (English and Tae) reading material that is expected to be an effective and interesting learning medium for Grade 10 students. Folktales have cultural and character values that are important to pass on, while also serving as rich materials in English learning. Therefore, the development of a bilingual Luwu folklore book is expected to overcome the problem of students' lack of motivation and interest in learning English, while strengthening their understanding of local culture. Similar research conducted by Annisa Falasifah (2019) in the development of the folklore book of the Wali Gendon myth as a local language teaching material shows that the Research and Development approach is effective in producing relevant and interesting learning materials.

Luwu culture is rich in traditions and folktales that have been passed down through generations. Integrating local culture into education can enhance students' engagement and motivation, and promote cultural awareness and appreciation. In the context of language learning, bilingual materials can provide a valuable resource for students to develop their language skills while learning about their cultural heritage.

This study aims to develop a bilingual (English and Tae) Luwu folklore book as reading teaching material for 10th grade students of MAN Palopo, as well as evaluate students' responses and perceptions of the use of the book in English learning. The research method used was Research and Development with stages ranging from needs analysis, design, product development, expert validation, to limited try out and material dissemination. Data were collected through interviews, questionnaires, and validation from experts and learning product development centers.

The specific objectives of this study are to develop a bilingual book featuring Luwu folktales in English and Tae language, and to assess its effectiveness in enhancing the reading comprehension of 10th-grade students at MAN Palopo. The main goals of this research are to improve students' reading skills, promote cultural awareness, and provide a model for developing bilingual materials in other local languages. Recent studies have shown that bilingual materials can enhance student engagement and language learning outcomes (Cummins, 2000 and Krashen, 2003). Bilingual education can also promote cultural awareness and appreciation, and provide a sense of identity and belonging for students (García, 2009).

The results of this study are expected to show the effectiveness of Luwu bilingual folklore books in increasing students' interest and ability to read English, while preserving local culture through a bilingual approach. In addition, this product can serve as a model for developing similar teaching materials in the future for schools that have a distinctive local cultural context.

LITERATURE REVIEW

This section gives an overview of studies and theoretical backgrounds relevant to the development of bilingual folktale-based reading materials as well as their significance in English language learning, especially for senior high school students.

Folktales and Their Role in Language Learning

Folktales have long been recognized as influential tools in language acquisition. According to Taylor (2000), folktales are traditional stories passed down orally through generations, serving not only as entertainment but also as a means to transmit cultural values, ethics, and history. They contain elements that are easily relatable and memorable, which makes them effective in engaging learners. However, some scholars also indicate potential disadvantages of folktales, such as promoting unrealistic ideas or simplified moral binaries, which require careful pedagogical mediation.

In the context of language learning, Nunan (2003) explains that reading is a cognitive process where readers construct meaning by combining textual information with their prior knowledge, highlighting the importance of context in reading comprehension. Folktales, especially those rooted in students' cultural backgrounds, can therefore bridge prior knowledge with new language input, facilitating understanding and motivation.

Empirical research by Sullivan and Brown (2013) found strong correlations between frequent reading and improvements in various academic areas, including vocabulary acquisition and orthographic skills in children aged 10 to 16. This supports the importance of reading materials that attract not only linguistic skills but also learner motivation.

Bilingual Materials in EFL Education

The use of bilingual reading materials has been advocated to aid learners in comprehending complex texts by providing support through the mother tongue or local language. Bilingual books also reinforce learners' cultural identity and linguistic confidence (Cummins, 2000). In the Indonesian context, developing materials that incorporate local languages, such as Tae language used in Luwu, with English supports both the preservation of indigenous linguistic heritage and the enhancement of English learning.

Annisa Falasifah's (2019) research on developing a Javanese myth folktale book as a teaching material employed a Research and Development (R&D) approach similar to the current study. While Falasifah focused on a monolingual folklore book for Javanese language learners, her work demonstrated the viability of using local folklore as instructional content and the effectiveness of the R&D model in producing validated, contextually appropriate teaching materials.

Research and DevSelopment (R&D) Model in Material Design

The R&D approach applied in the thesis is consistent with best practices in educational material development. This model involves iterative stages of need analysis, product design, expert validation, limited field trials, revisions, and wider dissemination (Gall, Gall & Borg, 2007). The use of experts to validate content, language, and design—as done in this study with validators such as Dr. Wisran and Ermawati—ensures that the developed product is educationally sound and culturally relevant.

Problem analysis in education shows the importance of not only relevant content but also systemic factors like motivation and cultural contextualization (Sumarno in Ghufron, 2011). The low motivation of students to read English texts at MAN Palopo, as discovered in the pre-survey, aligns with prior studies emphasizing the need for culturally meaningful and bilingual materials to stimulate learner engagement.

Critical Evaluation and Gaps

While existing literature affirms the usefulness of folktales and bilingual books in language learning, most studies tend to focus on either local language teaching materials or English monolingual materials. There are limited studies on bilingual books combining English with local Indonesian languages like Tae, which is crucial for culturally resonant material development in regions like Luwu.

Furthermore, some literature points to the challenges of adapting folktales appropriately for language learners, including simplifying language without losing cultural depth, which this research addresses by incorporating expert feedback and trial phases in material development.

RESEARCH METHOD

This research employed a Research and Development (R&D) design aimed at developing a bilingual Luwu folktales book (in English and Tae language) to be used as reading material for 10th-grade students of MAN Palopo. The choice of the R&D method was based on the need to systematically create, validate, and test a learning product tailored to the local context and student needs.

In this research, there are four steps in developing products adopted from 4-D that have been developed by Thiagarajan and Semmel. The 4 steps are: Define, Design, Develop, and Disseminate. The subjects who participated in this research are the 10th grade students in the first semester at MAN Palopo. The object of this research is the appropriate ESP 10th grade materials for students of MAN Palopo and students perception of the product.

Data collection in this study consisted of several stages. First, a **pre-survey** was conducted on May 3, 2023, to identify the existing problems, such as students' low interest and motivation in reading English texts. This initial step informed the need for a culturally relevant bilingual reading material.

Next, **need analysis** was performed through interviews and questionnaires involving students and teachers in August and September 2024. The purpose was to gather information about the topics, language level, and content preferences to ensure the product would be relevant and engaging.

Following the need analysis, the researcher proceeded to design the first draft of the bilingual Luwu folktales book in September 2024. The product development included selecting folktales, translating the stories into English and Tae, and incorporating illustrations.

Product validation involved three expert validators—Dr. Wisran, S.S, M.Pd., Ermawati, S.Pd.I., M.Hum., and Imam Fadli, S.Pd., M.Pd.—who assessed the material content, language, and design aspects in December 2024. Their feedback was crucial for revising and refining the materials.

Finally, a **limited tryout** was conducted in MAN Palopo to evaluate students' perceptions, acceptance, and the effectiveness of the bilingual book as a reading material. Data from the tryout were collected through observation, questionnaires, and interviews.

Quantitative data from questionnaires were analyzed using descriptive statistics to calculate percentages and mean scores following standard evaluation criteria. For instance, responses were scored on a Likert scale (Very Good = 5, Good = 4, Fairly = 3, Poor = 2, Very Poor = 1), and the total scores were converted into percentage qualifications such as Very Good (84%-100%), Good (68%-82%), Fairly (52%-66%), Poor (36%-50%), and Very Poor (20%-34%).

Qualitative data from interviews and expert suggestions were analyzed thematically to identify key points needing revision or confirmation. The combination of quantitative and qualitative analyses allowed a comprehensive evaluation of the product's validity, reliability, and practical feasibility.

The research stages were organized as follows:

- Pre-survey and proposal preparation: to identify research problems (May – June 2023)
- Need analysis and initial product design: to gather user needs and create the first draft (August – September 2024)
- Expert validation and revision: to improve the product's quality (December 2024)
- Limited tryout and final revision: to test practicality and effectiveness (December 2024)

- Dissemination: to introduce the product to MAN Palopo as official reading material (December 2024 onwards)

This methodological approach ensured that the development process was systematic, participatory, and data-driven, enabling the production of a bilingual folktale reading book that is valid, reliable, and well-suited for the target users.

FINDINGS AND DISCUSSION

This study aims to develop a bilingual (English and Tae language) Luwu folklore book as reading teaching material for grade 10 students of MAN Palopo. The findings are presented based on the stages of testing, validation, and field trials.

1. Hasil Validasi Ahli

a. Validasi Desain dan Layout

- Dilakukan oleh ahli desain, Imam Fadli, S.Pd., M.Pd.
- Aspek yang dinilai: pemilihan warna, sampul, kerapian tampilan, penggunaan font, ukuran, dan kenyamanan mata.
- Rata-rata skor validasi: **3,57** (kategori "Good"), dengan rekomendasi revisi pada konsistensi pemilihan font dan desain sampul.

b. Validasi Bahasa

- Oleh Dr. Wisran, S.S., M.Pd.
- Aspek: ketepatan kosakata, kesesuaian dengan tingkat kognitif siswa, kemudahan pemahaman, dan kelayakan secara keseluruhan.
- Rata-rata skor: **4,5** (90%), kategori "Very Good".

c. Validasi Materi

- Aspek: cakupan konten, keaslian cerita, relevansi ilustrasi, dan input story terhadap pembelajaran.
- Rata-rata skor**: 4,5** (Very Good)—buku layak digunakan setelah revisi minor pada beberapa aspek tertentu seperti keotentikan naskah dan sistematika naratif.

The expert validation results show that the bilingual book is of high quality and meets the needs of students and teachers. The experts provided feedback on the content, design, and language of the book, which was used to revise and improve the book.

2. Hasil Uji Coba Siswa

1. Uji coba terbatas dilakukan kepada 30 siswa kelas 10.

2. Mayoritas siswa memberikan penilaian **Good** hingga **Very Good** pada aspek:
    - Kesesuaian materi dengan kebutuhan siswa,
    - Variasi konten,
    - Peningkatan minat dan pemahaman,
    - Keterbacaan dan kejelasan desain.
3. Nilai rata-rata persepsi siswa: **4,3** (persentase 86% - kategori "Very Good"), buku dianggap layak pakai tanpa revisi lanjutan yang signifikan.

The student feedback results show that students enjoyed reading the bilingual book and found it helpful in improving their reading comprehension. The students also provided feedback on the content and design of the book, which was used to revise and improve the book.

3. Hasil Persepsi Guru

1. Guru bahasa Inggris di MAN Palopo menilai buku ini sesuai dengan kebutuhan siswa, mudah digunakan, dan mendorong keterlibatan serta motivasi belajar membaca dalam Bahasa Inggris.

4. Pembahasan

- **Kontekstualisasi Lokal:** Penggabungan cerita rakyat Luwu dan penggunaan bahasa Tae menambah relevansi budaya dan keterlibatan emosi siswa dalam proses belajar.
- **Pendekatan Bilingual:** Format dua bahasa terbukti membantu pemahaman teks dan memperkuat identitas budaya serta rasa percaya diri siswa.
- **Efektivitas Desain Produk**: Validasi dari ahli serta respons positif siswa dan guru menunjukkan model pengembangan (R&D) efektif dalam menghasilkan bahan ajar kontekstual dan aplikatif.
- **Keterbatasan**: Uji coba bersifat terbatas—penelitian longitudinal lebih lanjut dibutuhkan untuk mengukur dampak jangka panjang terhadap peningkatan keterampilan membaca siswa.

5. Tabel Ringkasan Hasil Skor

Table 1. *A List of Journals in IAIN Palopo*

No.	Aspek yang Dinilai	Rata-rata Skor	Persentase (%)	Kualifikasi
1.	Desain & Layout	3,57	75%	Good
2.	Persepsi Bahasa	4,5	90%	Very Good
3.	Persepsi Materi	4,5	90%	Very Good
4.	Persepsi Siswa	4,3	86%	Very Good
5.	Persepsi Guru	4,2 - 4,5	83% - 90%	Good/Very Good

Table 2. The Result of Students' Perceptions

No.	Criteria	Score	Descriptions	Follow up
1.	The material presented in the Luwu Folktales Book for 10th Grade Students is in accordance with the needs of 10th Grade students of MAN Palopo.	4,5	Good	It can be utilized without revision
2.	The overall content of the Luwu Folktales Book for 10th Grade Students varies.	4,1	Good	It can be utilized by revision
3.	The materials presented help to increase students' interest and understanding in learning English.	4,4	Very good	It can be utilized without revision
4.	The material of the Luwu Folktales Book for 10th grade students is interesting and appropriate 10th grade students at MAN Palopo.	4,3	Very good	It can be utilized without revision
5.	The selection of images in the Luwu Folktales Book for 10th grade students is interesting and appropriate for 10th grade students at MAN Palopo.	4,2	Very good	It can be utilized without revision
6.	The material topics in the Luwu Folktales Book for 10th grade students are easy for students to learn independently.	4,1	Good	It can be utilized by revision

7.	The selection of font type and size in the Luwu Folktales Book for 10th Grade Students is attractive and comfortable to read.	4,3	Very good	It can be utilized without revision
8.	The colour selection in the Luwu Folktales Book for 10th Grade Students is interesting and fun to read.	4,5	Very good	It can be utilized without revision
9.	The cover design of the Luwu Folktales Book for 10th grade students is attractive.	4,5	Very good	It can be utilized without revision
10.	The design of the Luwu Folktales Book for 10th grade is very attractive.	4,2	Very good	It can be utilized without revision
11.	The size of the Luwu Folktales Book for 10th Students is appropriate, practical, and easy to carry around.	4,5	Very good	It can be utilized without revision

The percentages of the students' perceptions were calculated below:

$$X = \frac{M}{N} 100\%$$

$$X = \frac{4,3}{5} 100\% = 86\%$$

The results of student perceptions received an average score of 4.3 with a percentage of 86%, which is -very good‖, indicating that this Englis vocabulary bok is feasible and ready to use without revision.

6. Implikasi

- Produk ini dinilai berhasil sebagai bahan ajar yang praktis dan efektif, dapat diadaptasi untuk kebutuhan pendidikan berbasis budaya lokal di daerah lain.

- Pengembangan lebih lanjut disarankan untuk cakupan cerita yang lebih luas, pelacakan hasil belajar jangka panjang, dan penggunaan di tingkat pendidikan berbeda.

The findings of this study demonstrate that the development of a bilingual Luwu folktales book (English–Tae) as reading material for 10th-grade students at MAN Palopo effectively addresses the problem of low student motivation and interest in reading English texts identified in the pre-survey. The expert validations revealed that the product possesses high content validity, language appropriateness, and appealing design, which aligns with the pedagogical needs and cultural context of the learners. This confirms that applying the Research and Development approach allowed the creation of a product that is not only theoretically sound but also practically effective.

By integrating local cultural content through Luwu folktales presented bilingually, the study advances prior research emphasizing the importance of culturally relevant materials in language learning (Taylor, 2000; Cummins, 2000). This bilingual approach bridges the students' first language (Tae) and English, thereby facilitating comprehension and vocabulary acquisition—a finding consistent with Sullivan and Brown's (2013) emphasis on frequent reading's role in academic progress. Unlike monolingual materials that might alienate learners due to unfamiliarity and difficulty, bilingual texts grounded in familiar culture provide scaffolding that enhances engagement and meaningful learning.

Moreover, the positive student responses during the tryout phase underscore that combining culture and language learning can enhance learner motivation and make reading a more enjoyable and accessible activity. This outcome extends current knowledge by demonstrating the successful application of local bilingual materials in an actual educational setting. It also addresses the gap identified in previous literature concerning the limited availability of bilingual educational resources in regional Indonesian languages such as Tae.

The study further contributes new insights into the practical process of locally developing bilingual teaching materials through iterative expert validation and student feedback, highlighting critical factors such as linguistic accuracy, cultural authenticity, design aesthetics, and learner-centeredness. The constructive expert suggestions and subsequent revisions exemplify how collaborative product development enhances material quality and relevance.

However, this research also indicates that while initial results are promising, longitudinal studies are needed to evaluate the long-term impact of bilingual folktale books on students' reading proficiency and cultural literacy. Additionally, exploring adaptation to other skill areas (writing, listening) or different educational levels would strengthen understanding of the broader pedagogical potential of such materials.

In sum, this study advances understanding of bilingual, culturally anchored reading materials as viable solutions to motivate and improve students' English reading skills within local contexts. It moves the conversation beyond conventional monolingual textbooks by empirically illustrating how cultural identity and language acquisition can be synergized through bilingual folktales, thereby enriching both linguistic competence and cultural preservation.

CONCLUSION

This study successfully developed a bilingual Luwu folktales book (English and Tae language) intended as reading material for 10th-grade students at MAN Palopo. The product was created through a systematic Research and Development (R&D) process that included need analysis, product design, expert validation, and limited try out. The results of expert validation demonstrated that the book's content, language, and design met the criteria of being valid, practical, and culturally relevant. Furthermore, the limited trial with students showed positive perceptions and increased motivation toward English reading materials, highlighting the effectiveness of combining local cultural content with bilingual presentation.

The integration of Luwu folktales not only supported language acquisition by making English texts more relatable, but also contributed to the preservation and appreciation of local culture through the Tae language. This dual approach aligns with educational goals that emphasize both language proficiency and cultural identity, particularly in increasingly globalized but culturally diverse settings.

In light of these findings, it is recommended that future research explore the long-term impact of bilingual folktales materials on students' English reading comprehension and language skills development. Additional studies might also investigate adaptations for other local languages or other skill areas such as writing or listening to further enrich learning experiences. Moreover, expanding this model to different educational levels or regions could provide insight into the scalability of culturally based bilingual teaching resources. The results support the existing literature on language acquisition and bilingual education.

The integration of local culture into language learning provides a sense of identity and belonging for students, and promotes cultural awareness and appreciation. The bilingual book developed in this study provides a valuable resource for students to learn about their cultural heritage while developing their language skills. This study has several limitations, including the sample size and duration of the study. Future research could address these limitations by using a larger sample size and longer duration.

Overall, this research underscores the importance of culturally contextualized, bilingual learning materials in motivating students and enhancing language learning outcomes, suggesting fruitful directions for educational practice and material development.

ACKNOWLEDGMENTS

The researcher would like to express sincere gratitude to all individuals and institutions who have provided essential support, enabling the successful completion of this study. Special thanks are extended to Prof. Dr. H. Rustan Santaria, S., M.Hum as the first consultant, and Dewi Furwana, S.Pd.I., M.Pd., as the second consultant, for their valuable guidance, constructive suggestions, and continuous encouragement throughout the research and development process.

The researcher is also deeply thankful to the expert validators, namely Dr. Wisran, S.S., M.Pd., Ermawati, S.Pd.I., M.Hum., and Imam Fadli, S.Pd., M.Pd., for their thorough evaluation, insightful feedback, and recommendations that greatly contributed to improving the bilingual Luwu folktales book product.

Furthermore, sincere appreciation is extended to MAN Palopo for permitting the research to be conducted in their institution, and to all participating students and teachers who took part in the need analysis and product trials.

Finally, the researcher gratefully acknowledges the financial and motivational support from the family throughout the entire academic journey, making this research possible.

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