



Developing A Narrative Storybook Based on East Nusa Tenggara Folktales as A Learning Medium for Senior High School Students at Senior High School Reformasi Plus Noelbaki

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-08 Keywords: Cultural Relevance; Learning Media; Narrative Text; NTT Folktales; Storybook DOI: 10.24256/ideas.v14i1.10321 Corresponding Author: Herlin Juniati Betty herlinbetty@gmail.com Ilmu Pendidikan, Universitas Nusa Cendana, Kupang, Nusa Tenggara Timur	<i>This study aims to develop a storybook based on East Nusa Tenggara (NTT) folktales as a learning medium for Grade X students at SMAS Reformasi Plus Noelbaki and to examine students' perceptions of the storybook. The study was conducted because students experienced difficulties in understanding narrative texts, particularly in vocabulary mastery and identifying generic structures, and required more engaging learning media. NTT folktales were chosen because they contain local cultural values that can make learning more meaningful and help students strengthen their cultural awareness. This study employed a Research and Development (R&D) approach using the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation. Data were collected through questionnaires, interviews, classroom observation, and expert validation involving a material expert, a media expert, and a language expert. The findings showed that the developed storybook, which integrates five selected NTT folktales, illustrations, vocabulary lists, and exercises, was categorized as "very feasible" with an average validation score of 86.88%. The effectiveness of the storybook was measured through students' classroom participation, learning engagement, and responses from questionnaires and interviews during the implementation stage. The results indicated that students became more active, motivated, and interested in learning narrative texts. In addition, students expressed highly positive perceptions toward</i>

the storybook because it helped them understand narrative texts more easily and increased their cultural awareness. Therefore, this study contributes to the development of culturally relevant English learning media by integrating local folktales into narrative text learning for senior high school students.

1. Introduction

English plays a vital global language for communication, education, and professional development. In the Indonesian context, English Language Teaching (ELT) focuses on developing students' competence in four integrated skills: listening, speaking, reading, and writing, while also building students' communicative competence and cultural awareness (Wahyudin et al, 2024). One important component of ELT at the senior high school level is narrative text, which requires students to understand story elements such as characters, plot, setting, and moral values (Anggraeni, 2022). However, understanding narrative texts is often challenging for students because it requires vocabulary mastery, comprehension of text structure, and the ability to interpret meaning within a story context.

The preliminary observations at SMAS Reformasi Plus Noelbaki showed that Grade X students struggled with narrative texts, especially in terms of vocabulary mastery and recognizing key generic structures such as orientation, complication, and resolution. The learning process relied predominantly on conventional text-based materials, with little visual support and few connections to students' cultural backgrounds. Consequently, students demonstrated low motivation and limited engagement during lessons. These issues highlight a significant gap between the curriculum's expected learning outcomes and the actual practices observed in the classroom.

In response to these challenges, the use of visual media in language learning has become increasingly important. According to the Cognitive Theory of Multimedia Learning, students learn more effectively when information is presented through both verbal and visual channels (Mayer, 2021). The integration of images and text can help reduce cognitive load, improve comprehension, and make learning more engaging. Furthermore, learning media theory emphasizes that instructional materials should attract students' attention, support cognitive processes, and increase learning motivation (Arsyad, 2019; Puspitarini & Hanif, 2019). Visual media such as storybooks provide concrete representations that help students understand abstract concepts in narrative texts more easily.

Besides visual support, cultural relevance is also an important aspect of effective language learning. ELT emphasizes student-centered and contextualized learning, where students actively construct meaning by connecting new knowledge

with their prior experiences and cultural backgrounds (Wahyudin et al., 2024). This principle is in line with the Merdeka Curriculum, which promotes meaningful and context-based learning (Kemendikbudristek, 2022). In this context, culturally responsive teaching highlights the importance of integrating students' cultural identities into learning materials to create meaningful and engaging learning experiences (Ladson-Billings, 2021). The use of local folktales can provide familiar contexts that support students' comprehension while also strengthening their appreciation of local culture.

Previous studies have shown that the use of folktales and visual media can improve students' reading comprehension and learning motivation (Mantra & Kumara, 2018; Safitri, 2021). Folktales contain meaningful narratives, clear generic structures, and moral values that support students' understanding of narrative texts while preserving cultural identity (Hamral, 2017). However, most previous studies focused on non-local cultural content or were conducted at the elementary school level. Limited research has explored the development of culturally relevant learning media based on NTT folktales specifically for senior high school students.

Although the integration of visual and cultural media offers many benefits, its implementation may also face several challenges. Teachers may require additional preparation and creativity to integrate local cultural content into English learning materials effectively. In addition, students may have different literacy levels, vocabulary mastery, and reading abilities, which can influence how they engage with narrative texts and visual storybooks. Therefore, the learning media developed in this study should not only be culturally relevant and visually engaging but also accessible and adaptable to students' learning needs.

Based on these considerations, this study addresses the existing research gap by developing a storybook based on NTT folktales as a learning medium for senior high school students in learning narrative texts. The novelty of this study lies in the integration of local cultural content, visual storytelling, and its application at the senior high school level to support language learning and cultural awareness.

Therefore, this study aims to develop a storybook based on NTT folktales as a learning medium for senior high school students at SMAS Reformasi Plus Noelbaki in learning narrative texts and to explore students' perceptions of its use in the classroom. Based on the formulation of the problem, this study aims to:

(1) develop a storybook based on NTT folktales as a learning medium for senior high school students at SMAS Reformasi Plus Noelbaki in learning narrative texts; and (2) explore students' perceptions of using the developed storybook in learning narrative texts. The significance of this study lies in providing: (1) a culturally relevant and visually engaging learning medium that supports the teaching of narrative texts; (2) practical support for teachers in integrating local cultural content into English Language Teaching (ELT); and (3) meaningful learning experiences for students by enhancing their comprehension, motivation, and appreciation of local cultural heritage.

2. Method

This study employed a Research and Development (R&D) approach aimed at developing a narrative storybook based on NTT folktales as a learning medium for teaching narrative texts.

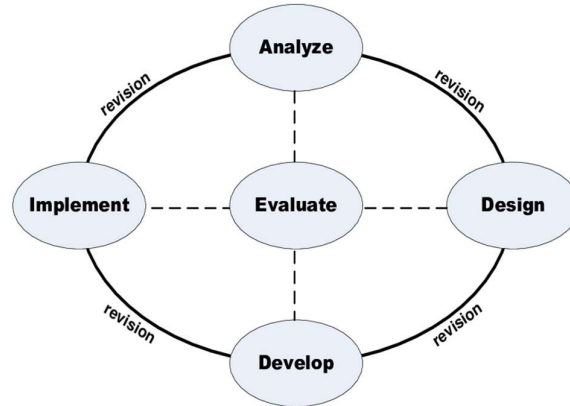


Figure 1. The ADDIE Instructional Development Model

The development process was guided by the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at SMAS Reformasi Plus Noelbaki, involving 23 Grade X students and one English teacher during the initial phase.

In the Analysis stage, preliminary observation and a semi-structured interview with the English teacher were conducted to identify students' difficulties, classroom conditions, and limitations of existing learning media. In addition, a needs analysis questionnaire was distributed to students to identify their learning preferences and expectations regarding narrative text learning.

In the Design stage, the researcher planned the structure and content of the storybook, selected appropriate NTT folktales, and designed the layout, illustrations, and exercises aligned with the curriculum. The folktales were adapted into simplified English narrative texts suitable for Grade X students while maintaining their cultural and moral values.

During the Development stage, the storybook was produced using Canva and supported by AI-based tools for illustration design and grammar checking. After the product was completed, it was validated by three experts consisting of a content expert, a media expert, and a language expert. The content expert evaluated curriculum relevance, narrative structure, and moral values. The media expert assessed layout consistency, typography, illustration quality, readability, and visual attractiveness. Meanwhile, the language expert evaluated grammar, vocabulary appropriateness, sentence clarity, and readability level.

The validation process used validation sheets with a four-point scoring rubric consisting of: (1) Not Feasible, (2) Less Feasible, (3) Feasible, and (4) Very Feasible. In addition to scoring the product, the validators also provided comments and

suggestions for revision. Based on the experts' feedback, revisions were made by improving grammar, simplifying vocabulary, adjusting layout consistency, improving font readability, and clarifying instructions and transitions in the storybook.

The feasibility percentage was calculated using the following formula:

$$P = \frac{\sum R}{N} \times 100\%$$

Where:

P = feasibility percentage
 $\sum R$ = total score obtained
 N = maximum possible score

The results were then categorized into feasibility levels such as very feasible, feasible, less feasible, or not feasible. Based on the experts' evaluation, revisions were made to improve the quality of the product.

Table 1. Achievement level conversion

Score	Category
>80 %	Very Feasible
66-80 %	Feasible
56-65 %	Less Feasible
<56 %	Not Feasible

Source: Sudarma et al. (2021).Scale Achievement Level Conversion Table. ResearchGate.

The Implementation stage was conducted through a limited (small-scale) trial involving 10 Grade X students. Although 23 students participated in the needs analysis stage, only 10 students were involved in the implementation stage because the trial was intended to obtain preliminary feedback regarding the practicality, usability, and attractiveness of the storybook before broader implementation. Therefore, the findings from this stage were limited to initial evaluation purposes and cannot be generalized broadly.

Finally, in the Evaluation stage, all data from observations, interviews, questionnaires, and expert validations were analyzed using both qualitative and quantitative methods. The qualitative analysis involved several systematic procedures, including data reduction, coding, categorization, and theme identification. The researcher first selected relevant data from interviews, observations, and open-ended questionnaire responses. Then, recurring responses and ideas were coded and grouped into broader categories related to students' learning difficulties, motivation, cultural relevance, and perceptions toward the

storybook. From these categories, broader themes were identified to interpret patterns in students' and teachers' responses. Meanwhile, the quantitative analysis involved calculating percentage scores from the validation sheets to determine the feasibility level of the developed storybook.

3. Result

This study employed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage is systematically presented as follows:

Analysis Stage

The Analysis stage aimed to identify students' needs and examine the existing learning media used in teaching narrative texts. The research activities in this stage were conducted systematically in chronological order. Preliminary classroom observation was first conducted on October 14, 2025 to identify students' difficulties, classroom conditions, and the learning media used in teaching narrative texts. After the observation, a semi-structured interview with the English teacher was conducted on December 19, 2025 to obtain deeper information regarding students' learning problems, vocabulary difficulties, motivation, and the limitations of the existing teaching media. On the same date, questionnaires were also distributed to 23 Grade X students at SMAS Reformasi Plus Noelbaki to analyze students' needs, preferences, and expectations regarding narrative text learning. The implementation stage was then conducted on February 10, 2026 through a limited classroom trial using the developed storybook.

The results of the needs analysis revealed that most students experienced difficulties in understanding narrative texts. A total of 20 out of 23 students (87%) reported challenges, particularly in vocabulary mastery and identifying the generic structure of narrative texts, including orientation, complication, and resolution. In addition, 22 students (96%) expressed the need for more engaging and relevant learning media, while all students (100%) showed positive responses toward the use of a storybook based on NTT folktales.

Students also reported low motivation when learning through conventional textbooks with limited visual support. Many students found it difficult to understand long narrative texts because the materials relied heavily on written explanations without contextual illustrations. The visual illustrations in the developed storybook helped students understand the sequence of events, characters, and settings more clearly because the images provided concrete representations of the story content. Students also responded positively to the use of local NTT folktales because the stories reflected familiar cultural backgrounds and local values.

The findings also showed that the teacher primarily used PowerPoint presentations and printed textbooks in teaching narrative texts.

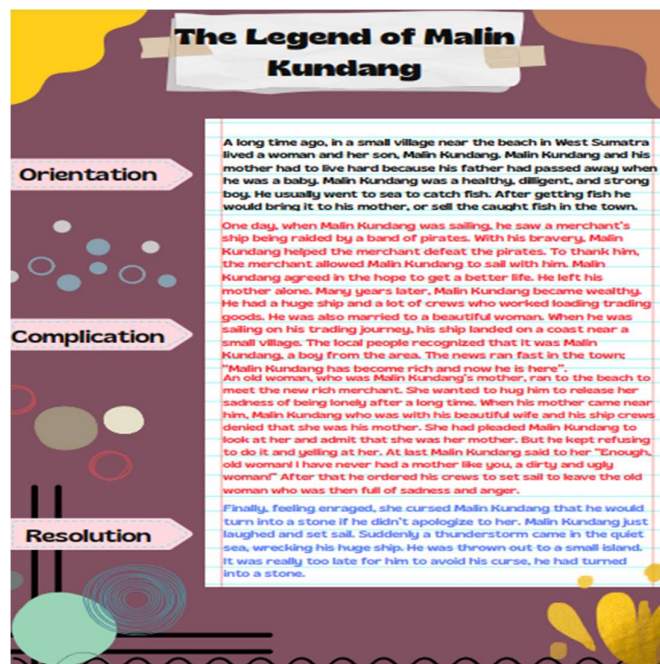


Figure 2. Learning Media Used in Teaching Narrative Texts at SMAS Reformasi Plus Noelbaki

The materials commonly included folktales from outside the local context. Although these materials were appropriate for teaching narrative structures, they lacked cultural relevance to students' backgrounds. Therefore, the development of a storybook based on NTT folktales was considered relevant to support students' comprehension and engagement in learning narrative texts.

Design Stage

In the Design stage, the researcher focused on developing a storybook that is pedagogically appropriate and culturally relevant. Several tools were used in this process, including Microsoft Word for drafting the text, Canva for layout and visual design, and AI-based tools to support idea development and illustration concepts. Based on the needs analysis, the storybook consists of five selected folktales from NTT. The stories were adapted into English while maintaining their cultural values and moral messages.

The language was simplified to match the English proficiency level of Grade X students by using clear sentence structures and familiar vocabulary. The storybook includes several components, such as a cover, table of contents, five folktales, moral values, vocabulary lists, and exercises. Visual illustrations were added to support students' comprehension and engagement. The characters are depicted wearing traditional clothing from NTT to promote cultural awareness and identity. The design of the storybook focused on combining visual elements, simple language, and culturally familiar stories in order to make learning narrative texts more engaging and meaningful for students.

Development Stage

At this stage, the storybook was fully developed using Canva and AI-based tools to create illustrations and visual elements. The process included refining the layout, improving image quality, adjusting typography, and ensuring consistency throughout the book to make it clear and engaging for students.

The storybook consists of a cover, table of contents, and five selected folktales from NTT. Each story is presented with a clear narrative structure consisting of orientation, complication, and resolution. Illustrations were added to support students' understanding of the storyline and vocabulary.

To provide a clearer description of the product, examples of the storybook design, including the cover and sample pages, are presented in the following pictures.





Figure 3. Cover Design and Sample Pages of the NTT Folktales-Based Storybook

The next stage in the development of the storybook was conducted by analyzing the validity results. The validity data were obtained from three validators: a content expert, a media expert, and a language expert. These validators consisted of two lecturers from Universitas Nusa Cendana who acted as the content and language experts, and one lecturer from STIM who acted as the media expert.

The material or content expert focused on assessing the relevance and appropriateness of the learning material presented in the storybook. The aspects evaluated included the suitability of the material with the curriculum, the clarity of the narrative text structure, the moral values contained in the stories, and the integration of NTT folktales as culturally relevant learning content.

The media expert assessed the visual and technical aspects of the storybook. The evaluation covered the layout, illustrations, typography, color composition, visual attractiveness, and overall design consistency to ensure that the storybook was engaging and easy for students to use. Meanwhile, the language expert evaluated the quality of the English language used in the storybook. The aspects assessed included grammar accuracy, vocabulary selection, sentence structure, readability, clarity of instructions, and the suitability of the language level for Grade X students.

The following table presents the results of the guidebook validity assessment by the experts.

Table 2. Overall Expert Validation Summary

Validator	Percentage	Category
Content Expert	84,37%	Very Feasible
Media Expert	84,37 %	Very Feasible
Language Expert	89,29%	Very Feasible
Average	86,88%	Very Feasible

Based on Table 2, the overall average score of expert validation reached 86.88%, which is categorized as “Very Feasible.” This indicates that the developed storybook meets the required standards in terms of content, media design, and language quality.

The validation results also provided several suggestions for improvement. The content expert suggested improving transitions between story events and strengthening the connection between the stories and learning objectives. The media expert recommended improving layout consistency, font readability, and image placement. Meanwhile, the language expert suggested simplifying several vocabulary items and revising grammatical structures to make the text more suitable for Grade X students. Based on these suggestions, revisions were conducted before the implementation stage.

Implementation Stage

The implementation of the developed storybook was conducted on February 10, 2026, at SMAS Reformasi Plus Noelbaki. The participants involved were 10 Grade X students selected for a limited (small-scale) trial. Although 23 students participated in the needs analysis stage, only 10 students were involved in the implementation stage because the trial aimed to obtain preliminary feedback regarding the practicality, usability, and attractiveness of the storybook before broader implementation. Therefore, the findings from this stage were limited to initial evaluation purposes and cannot be generalized broadly.

The teaching and learning process began with an introduction to the storybook, followed by storytelling and reading activities. Students were guided to identify the storyline, characters, narrative structures, and moral values presented in the folktales. After the storytelling session, students completed exercises and answered questions related to the narrative text.

During the implementation, students showed active participation and enthusiasm. They were particularly interested in the illustrations and local cultural elements presented in the storybook. Students were also more willing to participate in discussions and answer questions during classroom activities.



Figure 2. Implementation of the Storybook in Grade X Classroom Activities at SMAS Reformasi Plus Noelbaki

Compared to the learning process before implementation, students appeared more motivated and engaged during classroom activities. Previously, students tended to be passive when using conventional textbooks with limited visual support. However, after using the storybook, students participated more actively in answering questions, discussing moral values, and expressing their opinions about the stories. This comparison indicates that the storybook created a more interactive and meaningful learning environment.

The implementation results indicate that the use of the storybook helped students understand narrative texts more easily and increased their motivation during the learning process.

Evaluation Stage

The Evaluation stage was conducted to assess the quality and effectiveness of the developed storybook based on feedback from experts, the teacher, and students. Overall, the results showed that the storybook was considered practical, engaging, and appropriate for classroom use.

Students gave positive responses toward the use of the storybook, particularly regarding the illustrations, simplified language, and local cultural content. The teacher also stated that the storybook helped create a more interactive learning environment and increased students' participation during narrative text learning.

Students reported that the illustrations, simplified language, and local folktales were the most helpful components in supporting their understanding of narrative texts. The illustrations helped students visualize the storyline and understand unfamiliar vocabulary more easily. The use of simplified language supported students in following the narrative structures clearly, while the integration of local folktales increased students' emotional connection and motivation because the stories reflected their own cultural background.

However, several minor revisions were still suggested, such as improving vocabulary clarity, refining sentence structures, enhancing image quality, and adding a glossary to support students' understanding of unfamiliar words. These revisions were conducted to improve the overall quality of the storybook before finalization. Therefore, the developed storybook can be considered both feasible and effective as a supplementary medium for teaching narrative texts.

Students' Perceptions of Using the NTT Folktale-Based Storybook

To address the second research question concerning students' perceptions of using an NTT folktale-based storybook as a medium for learning narrative texts, data were gathered through a questionnaire administered to 10 Grade X students of SMAS Reformasi Plus Noelbaki following the implementation stage. This section does not employ any perception theory; rather, it simply aims to identify how students perceive the storybook and to capture their responses and feedback regarding its use.

Based on the results of the questionnaire, most students showed positive perceptions toward the use of the developed storybook. The majority of students responded "Yes" to the statements provided, indicating that the storybook was helpful, engaging, and relevant to their learning needs. Specifically, for Statement 1, 9 out of 10 students (90%) agreed that the storybook helped them understand the content of the story more easily, while 1 student (10%) responded "No." Similarly, in Statement 2, 9 students (90%) stated that the illustrations helped them understand the storyline, while 1 student (10%) did not.

In Statement 3, 8 students (80%) agreed that the English language used in the storybook was easy to understand, while 2 students (20%) found it slightly challenging. Furthermore, in Statement 4, 9 students (90%) felt that learning using the storybook was more interesting compared to conventional textbooks, while 1 student (10%) did not show a strong preference.

In Statement 5, 8 students (80%) reported increased motivation to read narrative texts after using the storybook, while 2 students (20%) did not experience significant changes. In Statement 6, 9 students (90%) expressed a sense of pride because the storybook used local folktales from NTT, while 1 student (10%) did not strongly feel this effect.

In addition, Statement 7 showed that 8 students (80%) felt that the storybook helped them better remember the structure of narrative texts, while 2 students (20%) still found it difficult. In Statement 8, 8 students (80%) stated that their reading ability improved after using the storybook, while 2 students (20%) did not report significant improvement.

Moreover, in Statement 9, 9 students (90%) expressed interest in learning using similar media in the future, while 1 student (10%) was less interested. Finally, in Statement 10, 9 students (90%) recommended the use of the storybook in teaching narrative texts in the classroom, while 1 student (10%) did not.

These findings indicate that the storybook is effective in supporting students' learning. The majority of students found the storybook engaging, easy to understand, and relevant to their cultural background. The use of illustrations helped students comprehend the storyline more easily, while the integration of local folktales increased their motivation and sense of cultural identity.

4. Discussion

The findings of this study indicate that the use of an NTT folktale-based storybook not only enhanced students' comprehension of narrative texts but also influenced their overall engagement in the learning process. Students became more active and enthusiastic during classroom activities because the materials were more engaging and culturally familiar to them. This suggests that students are more likely to participate actively when the learning materials are meaningful and closely aligned with their everyday experiences.

The improvement in students' engagement appears to be strongly influenced by the integration of illustrations and simplified language in the storybook. Many students previously experienced difficulties in understanding vocabulary and following the storyline when using conventional textbooks. However, the visual elements in the storybook helped students interpret the stories more easily by providing contextual support for characters, settings, and events. In this case, the findings support Mayer's Cognitive Theory of Multimedia Learning (2021), which explains that students learn more effectively when information is presented through both visual and verbal forms. Rather than relying only on written text, students in this study were able to combine visual interpretation with reading comprehension, making the learning process less difficult and more engaging.

The findings also demonstrate that cultural familiarity played an important role in supporting students' understanding of the stories. Since the folktales reflected local traditions, values, and social environments that students already knew, they were able to connect the stories with their own experiences more easily. This connection helped students understand the meaning of the texts without feeling disconnected from the content. Such findings are closely related to Schema Theory, which emphasizes that comprehension becomes more effective when learners connect new information with their prior knowledge (Anderson, 2017). In this study, the use of NTT folktales activated students' background knowledge and made the learning process more contextualized and meaningful.

In addition, students' positive responses toward the storybook suggest that culturally relevant materials can increase students' emotional engagement in learning. Students showed greater interest because the stories represented their own cultural identities and local values. This finding reflects the concept of culturally responsive teaching proposed by Ladson-Billings (2021), which highlights the importance of integrating students' cultural backgrounds into classroom learning. The storybook did not only function as reading material but also created a sense of representation and familiarity that encouraged students to

participate more confidently during classroom discussions.

Compared to conventional textbook-based instruction, the developed storybook provided a more interactive learning environment. Students were not only reading passively but were also more willing to discuss characters, moral values, and events presented in the stories. This suggests that contextual and culturally familiar materials can encourage students to interact more deeply with narrative texts. Therefore, the findings reinforce the idea that English learning should not only focus on language mastery but also consider students' cultural identities and learning experiences.

The findings of this study are also consistent with previous studies conducted by Mantra and Kumara (2018) and Safitri (2021), which found that folktales and visual learning media can improve students' reading comprehension and motivation. However, this study contributes further insight by showing that the integration of local cultural narratives, visual storytelling, and simplified English adaptation can create a more meaningful learning experience for senior high school students, particularly in the context of NTT culture.

Despite these positive findings, this study still has several limitations. The implementation was conducted only in a small-scale trial involving 10 students, so the findings cannot yet be generalized to broader educational contexts. In addition, the study focused mainly on students' perceptions and classroom participation rather than measuring long-term improvement in reading achievement. Therefore, future research is recommended to involve larger participants and explore the effectiveness of culturally based storybooks through experimental or mixed-method approaches.

5. Conclusion

This study demonstrates that the development of a storybook based on NTT folktales was successfully conducted through the ADDIE model, encompassing the stages of analysis, design, development, implementation, and evaluation. The needs analysis revealed that students encountered significant challenges in understanding narrative texts, particularly in terms of vocabulary mastery and identifying generic structures. Additionally, students exhibited low motivation, which was influenced by the limited availability of engaging and culturally relevant instructional materials.

The developed storybook was evaluated by material, media, and language experts, and was categorized as "Very Feasible," indicating that it meets the standards of appropriate instructional materials in terms of content quality, visual design, and language use. Furthermore, the implementation findings suggest that the use of the storybook contributed positively to students' comprehension of narrative texts, enhanced their learning motivation, and fostered a more interactive classroom environment. Students also expressed positive perceptions of the material, noting its relevance to their cultural background and its engaging

presentation.

However, these findings should be interpreted with caution due to several limitations. The study involved only a limited selection of NTT folktales, a small-scale trial with ten students, and participants restricted to Grade X level. Moreover, students' perceptions were measured descriptively without the support of established perception theories. Therefore, the generalizability of the findings remains limited to similar contexts.

Based on the findings and limitations of this study, several recommendations are proposed. Future research is encouraged to involve a larger and more diverse sample size to enhance the generalizability of the results. Expanding the range of NTT folktales included in the learning materials would also provide broader cultural representation. In addition, further studies may incorporate established theoretical frameworks on students' perceptions to obtain more comprehensive and analytically robust findings.

It is also recommended that future researchers examine the effectiveness of similar storybook-based materials across different grade levels and learning contexts. Lastly, integrating experimental or mixed-method approaches could provide deeper insights into the impact of culturally-based instructional media on students' language skills and motivation.

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State the contributing parties or institutions which help your research. It is important to acknowledge those who help you in funding, research facilities, or meaningful suggestions in improving your article. If your article has been presented in a seminar or conference, you can also mention the forum in this section.

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