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Developing Book Creator Application as Students' Worksheet in Reading Narrative Text

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ABSTRACT

This study aimed to develop a Book Creator application-based worksheet for teaching reading narrative texts to junior high school students. The research employed the Research and Development (R&D) method, adapting Borg and Gall's (2007) model into six stages: research and information collection, data analysis, product design, expert validation, revision, and final product development. Data were collected through student needs analysis questionnaires, and expert validation questionnaires. Based on these findings, the research was carried out through six steps. First, Gathering data and information from students using questionnaires to understand their needs, lacks, and learning needs. Second, Data analysis were analyzed as the foundation for material development. Third, a draft worksheet was developed using Book Creator Application focusing on interactive and structured activities. Fourth, the draft was evaluated through expert validation to ensure its content, design, and relevance. Fifth, revisions were made based on expert feedback to improve clarity and effectiveness. Finally, the validated product received as score of 4.1 in the "good" category, indicating that the developed worksheet is suitable for use in teaching reading narrative texts.

Kata Kunci

Book Creator Applucation, Students' Worksheet, Reading, Narrative Text

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INTRODUCTION

Students' Worksheets are important learning tools, both in print and digital formats, that help teachers deliver material effectively while supporting students in achieving expected learning outcomes. When carefully designed, students' worksheet not only complement textbooks but also enrich students' understanding and spark greater interest in learning (Mahsunah & Shobah, 2022). Students' worksheet help transform abstract concepts into more concrete forms, making lessons easier to understand and remember (Sutrisno & Wijayanti, 2022). Furthermore, well-structured students' worksheet encourage

students to actively process new information, connect it to prior knowledge, and develop higher-order thinking skills (Rahmawati & Kurniawati, 2023).

The Indonesian Ministry of Education, Culture, Research, and Technology strongly encourages the use of innovative, student-centered learning materials to support the Independent Curriculum. Within this framework, teachers are expected to develop 21st-century skills through the Pancasila Student Profile, which emphasizes competencies such as critical reasoning, creativity, collaboration, and independence (Ministry of Education, Culture, Research, and Technology, 2021; Nabila & Wirdati, 2023). Well-developed worksheets can support these competencies by encouraging active learning, peer collaboration, and reflective thinking, thus developing both academic and life skills (Syafitri, 2023).

However, based on observations during the PLP 1 program revealed that students were often unenthusiastic and less active in English class. Worksheets adapted from textbooks in the Independent Curriculum were considered monotonous and difficult to follow, resulting in limited student engagement and limited opportunities for creative language use. Many students also struggled to read narrative texts and found it difficult to express their ideas clearly. The classroom environment was largely teacher-centered, leaving little room for collaboration or independent exploration. This situation highlights the gap between student-centered learning objectives and actual classroom practices, underscoring the need for innovative, interactive, and engaging learning resources such as task-based worksheets.

According to the Capaian Pembelajaran (CP) of English for Grade 8 in the Independent Curriculum, reading skills should include the ability to understand texts, find the main ideas, identify details, and respond to the content both in spoken and written form (Kemendikbudristek, 2022). In other words, students are expected not only to read the text but also to understand and interpret the meaning, including the values or messages inside the story. However, research shows that many students have not yet reached this goal. For example, Sari et al. (2024) found that 17% of Grade 8 students failed to achieve the literacy competence in narrative texts tested in the Minimum Competency Assessment (AKM). Similarly, Rahman (2023) reported that 57% of Grade 8 students did not reach the “enough” level in extensive reading, with most of them in the low category. These findings show that students are still struggling to achieve the CP target for reading.

The gap is also explained by other studies, which show that limited vocabulary, low motivation, and ineffective reading strategies are the main problems (Setiawan, 2020; Yusuf, 2021). In addition, the PISA 2018 report

showed that Indonesian students' reading scores were still below the OECD average (RISE, 2019). This means that the reading problem is not only at the Grade 8 level but also happens nationally. In addition, even though the CP of the Independent Curriculum expects students to understand, interpret, and respond to texts critically, the reality in classrooms shows that many students are still reading word by word and cannot interpret the deeper meaning of the texts.

Therefore, this study focuses on developing a Book Creator-based worksheet for reading narrative texts. Specifically, it seeks to answer the research problem: "How is the development of the Book Creator Application as students' worksheet in reading narrative text?" The scope is limited from the development stage to expert assessment and small-scale validation. It does not include large-scale classroom implementation or long-term impact measurement. Therefore, the results of this study are expected to produce a design of a Book Creator-based worksheet which can later be tested and adapted by teachers in classroom practice.

METHODOLOGY

This study employed Research and Development (R&D), which focuses on designing, developing, and validating educational products. The research followed Borg and Gall's (2007) model, but only six stages were implemented due to time and resource limitations: (1) information and data collection, (2) data analysis, (3) product design, (4) product validation, (5) product revision, and (6) final product development.

Data and Sources of Data

The research used both qualitative and quantitative data.

1. Qualitative data were collected through student questionnaires to identify problems, needs, and preferences in learning narrative texts.
2. Quantitative data were obtained from expert validation results to assess the quality and feasibility of the developed worksheets.

The data sources were:

1. Eighth-grade students of Junior High School, who provided information about their needs, lacks, and learning needs.
2. Experts/validators, consisting of a material expert and a media expert, who evaluated the worksheets using validation sheets.

Instruments of Data Collection

Two instruments were used:

1. Student Needs Analysis Questionnaire, adapted from Hutchinson and Waters (1987), focusing on students' target needs (Lack and desires) and

learning needs (styles, strategies, and preferences). The questionnaire combined Likert-scale (Strongly agree, agree, neutral, disagree, strongly disagree) to capture students' difficulties and expectations in learning narrative texts.

2. Expert Validation Questionnaire, adapted from BSNP (2014) standards, to assess content, language, presentation, and layout of the worksheets. Experts rated the product using a five-point Likert scale and provided comments for revision.

Techniques of Data Collection

Data were gathered through:

1. Distribution of needs analysis questionnaires to students.
2. Classroom observations.
3. Expert validation of the initial worksheet draft.

Techniques of Data Analysis

Data were analyzed using both qualitative and quantitative approaches:

1. Qualitative analysis: open-ended questionnaire responses and expert feedback were analyzed descriptively to identify themes and suggestions.
2. Quantitative analysis:
 - a) Students' needs were calculated using percentage formulas (Sudijono, 2011):

$$P = \frac{f}{n} \times 100\%$$

P = percentage

F = frequency of respondents' responses

N = total number of respondents

The results were categorized using the following criteria (Widoyoko, 2012):

81-100% = Strongly Agree

61-80% = Agree

41-60% = Neutral

21-40% = Disagree

0-20% = Strongly Disagree

- b) Expert validation scores were analyzed using mean formulas (Sugiyono, 2017) and interpreted into categories (very poor-very good).

$$Mn = \frac{\sum X}{N}$$

M = Mean

ΣX = total score from validators

N = number of items

The average scores were interpreted into qualitative categories as follows:

4.21 – 5.00 = Very Good

3.41 – 4.20 = Good

2.61 – 3.40 = Fair

1.81 – 2.60 = Poor

1.00 – 1.80 = Very Poor

Procedures of Material Development

The material development process consisted of six stages:

1. Research and Information Collection: observing classrooms, and conducting students' needs analysis.
2. Data Analysis: determining learning objectives, material scope, and worksheet format using Book Creator.
3. Developing the Initial Product: creating the first draft of the worksheet, including reading activities supported by Book Creator.
4. Expert Validation: obtaining feedback from a material expert and a media expert using BSNP-based criteria.
5. Revision: improving the worksheet based on expert comments.
6. Final Product: producing the validated Book Creator-based worksheet for reading narrative texts.

FINDINGS AND DISCUSSION

Gathering Data and Information

1. Student Description

Sixteen students participated in this needs analysis by completing a questionnaire. The data provided a general overview of their learning preferences, challenges, and expectations related to English learning, particularly regarding narrative text.

2. Students' Needs Questionnaire Results

Based on the Hutchinson and Waters (1987) framework, the target needs consist of needs, and lack, which is then followed by a learning needs analysis. The findings are showed below:

(1) Needs

The table below shows the results from the questionnaire:

Table 1. Students' Needs

Note: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

No	Statement	n	SA (f%)	A (f%)	N (f%)	D (f%)	SD (f%)
1.	Saya membutuhkan media pembelajaran digital untuk membantu memahami teks naratif berbahasa Inggris.	16	8 50%	7 43,8%	1 6,3%	0	0
2.	Saya membutuhkan lembar kerja (worksheet) yang dapat mempermudah saya dalam membaca dan memahami isi teks naratif.	16	7 43,8%	7 43,8%	2 12,5%	0	0
3.	Saya memerlukan pembelajaran yang lebih interaktif dan menarik agar tidak mudah bosan saat membaca teks naratif.	16	7 50%	9 56,3%	0	0	0
4.	Saya merasa perlu adanya panduan langkah demi langkah dalam lembar kerja untuk memahami struktur teks naratif.	16	6 37,5%	8 50%	2 12,5%	0	0
5.	Saya membutuhkan latihan membaca teks naratif yang membantu saya meningkatkan pemahaman kosakata, alur, dan tokoh cerita.	16	6 37,5%	9 56,3%	1 6,3%	0	0
6.	Saya ingin menggunakan aplikasi digital seperti Book Creator untuk belajar membaca teks naratif.	16	6 37,5%	8 50%	2 18,8%	0	0
7.	Saya ingin pembelajaran membaca teks naratif disajikan dengan cara yang lebih menarik melalui kombinasi teks dan gambar.	16	9 56,3%	5 (31,3)	2 (12,5)	0	0
8.	Saya ingin worksheet yang digunakan dalam pembelajaran dapat membantu saya belajar secara mandiri.	16	8 50%	6 37,5%	2 12,5%	0	0
9.	Saya ingin aktivitas membaca teks naratif di kelas lebih	16	8 50%	7 43,8%	1 6,3%	0	0

	menyenangkan dan tidak membosankan.						
10.	Saya ingin memiliki lebih banyak latihan interaktif agar pemahaman saya terhadap teks naratif meningkat.	16	11 68,8%	5 31,3%	0	0	0

(2) Lacks

The table below shows the results from the questionnaire:

Table 2. Students' Lacks

No	Statement	<i>n</i>	SA (f%)	A (f%)	N (f%)	D (f%)	SD (f%)
1.	Saya sering kesulitan dalam mengidentifikasi struktur (orientation, complication, resolution) pada teks naratif.	16	1 6,3%	5 31,3%	6 37,5%	2 12,5%	2 12,5%
2.	Saya kurang percaya diri ketika harus menceritakan kembali isi teks naratif dalam bahasa Inggris.	16	1 6,3%	8 50%	3 18,8%	2 12,5%	2 12,5%
3.	Saya merasa kosa kata saya masih terbatas untuk memahami teks naratif.	16	1 6,3%	7 43,8%	7 43,8%	1 6,3%	0
4.	Saya sering kesulitan menjawab soal pemahaman bacaan (reading comprehension) yang berbasis teks naratif.	16	0	5 31,3%	7 43,8%	4 25%	0
5.	Saya sulit memahami isi cerita ketika membaca teks naratif bahasa Inggris.	16	0	7 43,8%	6 37,8%	1 6,3%	2 12,5%
6.	Saya jarang berlatih membaca teks naratif bahasa Inggris di luar kelas.	16	6 37,5%	9 56,3%	1 6,3%	0	0
7.	Saya merasa cepat bosan saat membaca teks naratif karena kurangnya variasi dalam pembelajaran.	16	6 37,5%	9 56,3%	1 6,3%	0	0
8.	Saya tidak memiliki banyak pengalaman menggunakan media digital untuk memahami teks naratif.	16	7 50%	9 56,3%	0	0	0
9.	Saya merasa kesulitan belajar mandiri ketika membaca teks	16	7 50%	9 56,3%	0	0	0

	naratif tanpa bimbingan guru.						
10	Saya kurang percaya diri dalam memahami teks naratif berbahasa Inggris tanpa bantuan kamus atau guru.	16	6 37,5%	9 56,3%	1 6,3%	0	0

(3) Learning Needs

The table below shows the results from the questionnaire:

Table 3. Learning Needs

No	Statement	n	SA (f%)	A (f%)	N (f%)	D (f%)	SD (f%)
1.	Saya membutuhkan worksheet yang memberi contoh kalimat atau paragraf untuk membantu saya memahami struktur naratif.	16	6 37,5%	9 56,3%	1 6,3%	0	0
2.	Saya ingin worksheet yang bisa saya gunakan baik secara cetak maupun digital.	16	7 50%	9 56,3%	0	0	0
3.	Saya membutuhkan worksheet yang berisi daftar kosakata penting dari teks naratif beserta artinya.	16	6 37,5%	9 56,3%	1 6,3%	0	0
4.	Saya ingin worksheet yang memuat soal interaktif atau aktivitas kreatif agar tidak membosankan	16	7 50%	9 56,3%	0	0	0
5.	Saya membutuhkan worksheet yang dapat digunakan untuk belajar mandiri tanpa bimbingan guru.	16	7 50%	9 56,3%	0	0	0
6.	Saya membutuhkan worksheet yang berisi latihan untuk memahami struktur teks naratif (orientation, complication, resolution).	16	6 37,5%	9 56,3%	1 6,3%	0	0
7.	Saya ingin worksheet yang dilengkapi dengan panduan langkah demi langkah agar saya lebih mudah memahami isi teks naratif.	16	6 37,5%	9 56,3%	1 6,3%	0	0
8.	Saya ingin worksheet yang memuat latihan menemukan ide pokok, tokoh, dan alur	16	7 50%	9 56,3%	0	0	0

	cerita.						
9.	Saya membutuhkan worksheet yang membantu saya menulis kembali cerita (retelling) dalam bahasa Inggris.	16	7 50%	9 56,3%	0	0	0
10	Saya ingin worksheet yang memiliki gambar pendukung agar lebih menarik dan mudah dipahami.	16	6 37,5%	9 56,3%	1 6,3%	0	0

Data Analysis

The analysis showed that the majority of students strongly desired digital and interactive media to help them understand narrative texts. Nearly all students agreed that they needed learning aids that were engaging and prevented boredom, such as digital worksheets (93.8%) and interactive activities (100%). They also emphasized the importance of clear, step-by-step guidance in learning narrative text structure (87.5%). Many students preferred worksheets with visual support, such as pictures (87.6%) and activities that allowed for independent learning (87.5%). These results reflect the core principles of TBLT, where tasks are designed to be meaningful, visually supported, learner-centered, and enabling students to use language for real purposes rather than focusing solely on form.

At the same time, the analysis also revealed several lacks. Students still struggled with vocabulary (50%) and comprehension (43.8%), and many lacked confidence in reading longer passages without support (93.8%). They also admitted that they rarely practiced reading narrative texts outside of class (93.8%) and often felt bored by the monotony of the activities (93.8%). Furthermore, they relied heavily on teachers or dictionaries (93.8%), indicating low learning autonomy. According to TBLT, assignments should provide opportunities for students to use language independently and build communicative competence through solving real-life problems. Therefore, these weaknesses highlight the importance of task-based worksheets, which can foster independence, increase motivation, and reduce over-reliance on teachers.

Finally, the findings indicate that students desire learning activities that integrate reading, writing, and speaking in a meaningful way. They also preferred assignments that included vocabulary support (93.8%), comprehension practice (100%), story retelling (100%), and the use of images to make learning easier and more enjoyable (93.8%). These expectations align with the TBLT approach, which integrates multiple skills and uses authentic communication tasks to improve fluency and accuracy. Therefore, developing

task-based worksheets is an appropriate solution because it can provide structured, interactive, and creative learning opportunities that support comprehension, confidence, and active engagement with narrative texts.

Developing the Worksheet

The product developed in this research is a student worksheet titled "Exploring Narrative through Book Creator application: Students' worksheet: Exploring legends of north Sumatra." This worksheet is designed for junior high school students and was developed using the Task-Based Language Teaching (TBLT) approach, specifically the Task Generator model proposed by Willis and Willis (2007). This approach emphasizes learning through purposeful and meaningful tasks where students use English in real-life communication contexts, rather than simply studying grammatical structures.

The content of the worksheet is designed to develop students' understanding of three main aspects of narrative text:

- Social Function: To entertain, convey a moral lesson, and develop imagination.
- Generic Structure: Orientation, complication, and resolution.
- Language Features: Past tense verbs, action verbs, time conjunctions, adverbs, and descriptive expressions.

The language focus aims to strengthen students' awareness of linguistic features commonly found in narratives. Key points include:

- Past tense verbs (e.g., walked, helped, and decided).
- Action verbs to describe plot development (e.g., accompanied, ran, saved).
- Time conjunctions to sequence events (e.g., then, suddenly, after that).
- Descriptive vocabulary and adverbs of manner (e.g., bravely, kindly, carefully).

Students engage in:

- Underlining and highlighting tasks in the narrative text.
- Gap-filling exercises focusing on verb tenses and time conjunctions.
- Matching vocabulary with definitions or pictures.
- Short transformation exercises, for example, changing sentences from the present tense to the past tense.

The tasks are designed following the Task Generator model by Willis and Willis (2007), emphasizing meaningful engagement and active use of language. The task types include:

- Listing: Students generate lists of characters, events, or key ideas from the story to activate prior knowledge and support vocabulary retrieval.

- Matching – Students match vocabulary, characters, or events with descriptions, images, or sequences, promoting understanding of relationships and story structure.
- Comparing: Students identify similarities and differences between characters, events, or even different stories, encouraging analytical thinking and descriptive language use.
- Problem-Solving: Students collaboratively discuss challenges faced by characters and propose possible solutions, fostering critical thinking and negotiation of meaning.
- Sharing Personal Experience: Students relate the story to their own lives, reflecting on “What would you do if you were the character?”, which supports authentic communication and personal connection to the text.
- Project/Creative Tasks: Students produce creative outputs such as digital stories, illustrated narratives, or Book Creator projects, integrating reading, writing, speaking, and visual literacy.

Tutorial: Creating a Narrative Text Worksheet on Legends in Book Creator

1. Start a New Book

- 1) Log in to Book Creator.
- 2) Click “Create new book”, then choose the format (portrait or landscape).

2. Insert Theoretical Explanation

- 1) On the first page, add a title such as “Narrative Text”.
- 2) Structure: Orientation → Evaluation → Complication → Resolution (and sometimes Re-orientation).

3. Add a North Sumatran Legend Example

- 1) Create a new page titled “Legend from North Sumatra: Lake Toba”
- 2) Insert the text of the legend.

4. Design Interactive Student Activities

- 1) Add another page for student tasks, for example:
“Identify the Orientation in the legend above.”
“What is the main conflict (Complication)?”
“How is the problem resolved?”
“What moral lesson can you learn from this legend?”

5. Insert Multimedia

- 1) Add illustrations of the legend’s characters or places.
- 2) Arrange the layout so text and media are well balanced.

6. Closing & Extension Tasks

- 1) Add a final page with reflective and creative tasks, such as:
“Retell the legend using your own words.”
“Write a short legend about your hometown.”

“Compare this legend with another Indonesian legend.”

7. Preview and Publish

- 1) Use Preview to check the flow and clarity of your worksheet.
- 2) Adjust colors, text size, and layout if needed.
- 3) Finally, click Publish and share the link with students.

Validating to Expert

Validation was conducted by distributing an expert evaluation questionnaire to two professionals in the field of English language education. The questionnaire was adapted from a study by Suryani et al. (2021), which outlines four key aspects to evaluate in learning media: the appropriateness of the material, the accuracy and clarity of language use, the visual appearance and layout of the media, and operational feasibility.

Table 4. The result of Validation

No	Aspects	Validator
1	Language appropriatness	4
2	Appropriateness of the material	4
3	Process appropriatness	4.2
4	The layout appropriatness	4.3
Mean (X)		4.1

1. Revising the Product

The expert provided the following comments for product improvement: "Add a brief explanation of narrative text and its structure at the beginning of the worksheet, then provide an example of a narrative text from a North Sumatran legends, along with its structural elements." In response to this feedback, several revisions were made to the worksheet. First, a brief explanation of narrative text was inserted at the beginning to help students understand the nature of this type of text before working on the assignment. Narrative text is defined as a genre of text that tells a story with the aim of entertaining the reader or conveying moral values. Its typical structure consists of orientation, complication, and resolution, with some narratives also including a reorientation as a conclusion.

2. The Final Product

The finalized version of the Book Creator application-based narrative text worksheet was successfully developed after undergoing several revisions based on expert feedback. Designed to address the learning needs, the worksheet provides clear, engaging, and structured materials to support the comprehension and production of narrative texts.

How to Open the Book Creator Worksheet

1. Click the Link

Open your web browser (Google Chrome, Microsoft Edge, or Safari) and click or copy this link into the address bar:

<https://read.bookcreator.com/BmXjHPsQU6aNkQFMi5DIIJFKt9W2/ASikKBd9Tye1vpHVkm1sQQ>

2. Wait for the Page to Load

The Book Creator website will open. It may take a few seconds depending on your internet connection.



3. Access the Worksheet

- You will see the cover page of the worksheet.
- Click the arrow button "Read to Me" on the right side of the screen to turn the page and start reading.

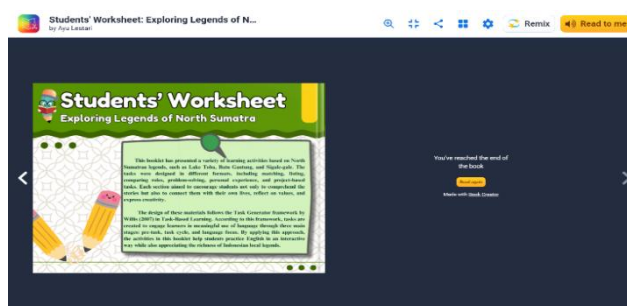


4. Navigate Through Pages

- Use the right arrow (▶) to go to the next page.
- Use the left arrow (◀) to go back to the previous page.

5. Close the Worksheet

When finished, simply close the browser tab. You can always reopen it using the same link.



This discussion provide insight into students' expectations, challenges, and preferences in learning narrative texts, which guided the design and development of the instructional product. Additionally, the discussion reflects on the implications of expert validation results for the quality of the developed material.

The needs analysis revealed that students highly prioritize digital and interactive learning resources to improve their comprehension of English narrative texts. Almost all respondents agreed that digital learning tools (93.8%) and engaging learning activities (100%) are essential to prevent boredom during reading. Students also indicated a strong need for structured worksheets that guide them step by step in understanding the narrative text structure (87.5%) and promote independent learning (87.5%). These findings underscore the importance of integrating technology and providing well-structured materials in the learning process. Another significant finding is the students' preference for visual and interactive elements. A large proportion of students agreed that combining text with images makes the learning process more engaging (87.6%), while all respondents (100%) expressed a desire for interactive exercises to enhance understanding. Although most students were open to using applications like Book Creator (87.5%), some respondents remained neutral, suggesting that flexibility in media selection is necessary. These results indicate that incorporating multimedia features into worksheets can make learning more appealing and effective.

The analysis of students' lack revealed considerable challenges that hinder effective reading of narrative texts. All respondents (100%) admitted having limited experience using digital media and difficulty learning independently without teacher guidance. Additionally, 93.8% of students rarely practice reading narrative texts outside the classroom and often experience boredom due to the lack of variety in learning activities. Another critical weakness is low confidence when reading without a teacher or dictionary (93.8%), highlighting strong dependence on external support. Besides motivation and autonomy, moderate issues were found in vocabulary mastery and comprehension skills. About half of the students (50%) reported limited vocabulary, and 43.8% indicated difficulty understanding story content. Moreover, 37.6% experienced problems identifying text structure, while 31.3% struggled with answering reading comprehension questions. Although these issues are less severe compared to motivational challenges, they still require targeted support in vocabulary building and comprehension strategies through the designed materials.

The student preferences analysis reinforces these findings. All participants (100%) strongly agreed (68.8%) or agreed (31.3%) that they wanted more interactive practice to improve narrative text comprehension. Additionally, the majority (93.8%) expressed a desire for reading activities to be more enjoyable and less monotonous. These responses highlight students' preference for learning experiences that combine cognitive engagement with enjoyment, demonstrating that motivation and interest are essential for effective language learning.

The expert validation process indicated that the worksheet achieved high-quality standards in language appropriateness, content suitability, presentation, and layout. Language appropriateness was rated very good, with minor suggestions for improving conciseness. Content suitability received strong scores for motivating students and creating a fun learning atmosphere, although aspects related to fostering independent learning could be optimized further. The presentation and layout were rated good overall, with recommendations to enhance visual appeal and creativity for greater engagement. These evaluations confirm that the developed worksheet meets essential pedagogical and design criteria.

In conclusion, the findings from the needs analysis, lack analysis, and learning needs analysis informed the development of a product that addresses students' motivational, cognitive, and technical challenges. The integration of digital and interactive features, structured guidance, and creative tasks aligns with students' preferences and current curriculum requirements. While expert validation results indicate that the product is highly suitable, future improvements could focus on refining language efficiency and enhancing visual design to maximize appeal. Ultimately, this development demonstrates the potential of technology-integrated materials like Book Creator-based worksheets to support autonomous, engaging, and effective language learning.

CONCLUSION

This study followed six Research and Development (R&D) steps, beginning with (1) Research and information gathering, which identified students' strong preferences for digital, interactive, and structured media, while also revealing learning gaps in recognizing narrative structures, confident retelling, vocabulary mastery, and answering comprehension questions. Based on this, (2) data analysis was conducted to design learning media that met students' needs and targeted the identified challenges. In (3) Product development, a Book Creator app-based worksheet was created, integrating visual and textual elements, structured and varied task-based activities, and

interactive features. Then, (4) Expert validation confirmed that the product met pedagogical standards in language use, presentation, and layout, and revisions were made to improve clarity, relevance, and engagement. Following this, (5) Revision. Finally, (6) The final product revision resulted with 4.1 score in “good” criteria by expert validation.

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