Enhancing Students' Literacy Competence Through Writing Bilingual Folklore Book by IT: Process Approach

| Fauziah Khairani Lubis[1] | Syamsul Bahri[2,*] |

Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia

*Syamsul.bahri0401@gmail.com

ABSTRACT

Writing bilingual storybooks based on local wisdom is a product of the Prose Appreciation course. The results of the evaluation so far indicate that students' low literacy skills in developing literary works such as short stories, novels, and bilingual folklore books with IT-based ISBN in 8 ethnic groups in North Sumatra. There is also a phenomenon of the influence of globalization from the use of the internet which removes boundaries between countries resulting in the spread of globalization itself which has led to increasing interest among teenagers or students towards modern literary works originating from outside Indonesia such as America, Europe, and from Asian countries. For this reason, this study will be developed to improve student literacy competencies through 6 types of Tasks KKNI in making IT-based ISBN-based folklore books for 8 ethnic groups in North Sumatra. Indirectly, this research explores the elements of the existing culture and is also a measure to preserve local culture. This study uses the Classroom Action Research Method (PTK). This activity is carried out through several stages of the process are a. Training in writing folklore literary works based on local wisdom in Taman Budaya. b. Review process by internal reviewers (students (peer review), and lecturers). c.Validation by internal and external expert teams. d. Publishes ISBN books of bilingual folk tales. e. Create a blog about bilingual folklore books.

KEYWORDS

literacy; bilingual; folklore; technology

INTRODUCTION

The prose course is one of the courses currently applied in the courses of the English Literature study program at the University. Its application is aimed at developing students' abilities in the aspects of reading, writing, and digital literacy. This course is also aimed at increasing students' understanding of literary works, especially those based on local wisdom. In the era of digital education in the industrial revolution 4.0, students are expected to be able to develop their knowledge into a wider scope so that the utilization of this course, especially in the digital aspect, will greatly assist students in achieving learning competencies.

The phenomenon of decreasing teenagers' interest in local literary works has recently occurred due to globalization which has removed boundaries between countries and the internet which catalyzed the spread of globalization itself. This has led to the increasing teenagers' interest in modern literary works from foreign countries such as countries in Europe and America, as well as countries in Asia, both boys, and girls. Not to mention that the invention of smartphones and game consoles will greatly affect teenagers' reading interest if there were no supervision.

Research on literacy has been carried out before, including research conducted by Ilmi Solihat and Erwin Salpa Riansi entitled *Literasi Cerita Anak dalam Keluarga Berperan Sebagai Pembelajaran Pembentuk Karakter Anak Sekolah Dasar* (2018). A research by Thesi Rismayanti Siti Rohmah entitled *Membangun Kearifan Lokal Melalui Gerakan Literasi MIBANDA (Micinta Baca Tulis Aksara Sunda) di SDN Sukahayu Kabupaten Subang* (2018). Another research by Rendra Sakbana Kusuma entitled *Peran Sentral Kearifan Lokal dalam Peningkatan Kualitas Pendidikan* (2018). Genlott, Annika Agelli, at all ,entitled *Improving literacy skills through learning reading by writing : The iWTR method presented and tested (2013).* Faulkner, Julie, at all entitled *"Once there was…" Expanding the literacies of storytelling in the early years (2014).* Miller, Sara, at all entitled *The Power of Story : Using Storytelling to Improve Literacy Learning (2008).* Gao, Yang, at all entitled *Using drama to engage English language learners in literacy activities (2014).* Ellisafny, Cut Aja Puan, at all entitled *Learning Folklore Using English Language Teaching (ELT) Materials for Students (2019).* Satriani, Intan, entitled *Storytelling In Teaching Literacy : Benefits And Challenges (2019).* Kartikasari, Apri entitled *Folklore as Literacy Teaching Materials for Elementary School Students (2020).*

Many researchers have provided solutions in the form of habituation of literacy among students, both in terms of writing and reading. The research that will be carried out is entitled *Enhancing Students'Literacy Through Writing Bilingual Folklore Book by IT: Process Approach.* This research is certainly different from previous research which can also enrich the development of studies on the literacy of literary works based on local wisdom. Literary works based on local wisdom should also be encouraged to increase the reading interest in literary works of local authors through several processes ranging from:

1. The introduction of folklores from various ethnicities, especially those in North Sumatra, thus fostering interest and love for local folklore with direct assessment and disseminating the findings to students of the English Literature study program by inviting interviewees who are experts in their fields (*Taman Budaya*).
2. This activity is carried out through several stages of the process, namely:
   a. Training on writing folklore based on local wisdom at Taman Budaya
   b. The review process by internal reviewers (students (peer review), and lecturers)
   c. Validation by internal and external expert teams
   d. Publishes ISBN bilingual folklore books
   e. Create a blog about ISBN bilingual folklore books

LITERATURE REVIEW
Literacy
Literacy according to the Ministry of Education and Culture (2016:2) is the ability to access, understand and use something intelligently through various activities, including reading, viewing, listening, writing, and speaking. Previously, the terms used in Indonesian were literacy (Glossary, 2007). Furthermore, Zurkowski (2009) says that people who literate the information are people who are trained in the application of resources in their work (Behrens, 1994).

Now literacy expressions have many variations, such as media literacy, computer literacy, scientific literacy, school literacy, and so on. Judging from the above understanding, it can be concluded that literacy is the ability of an individual to read, write, speak, count and solve problems in certain fields that can be applied in daily life. Literacy has seven dimensions related to language use, namely geographic dimensions, field dimensions, skills dimensions, functional dimensions, media dimensions, quantity dimensions, and language dimensions.

Based on basic abilities or competencies, literacy has nine types, namely, (1) Health Literacy, the ability to understand health information and its services (2) Financial Literacy, Assessment of information and effective decisions in managing finances (3) Digital Literacy, Ability to manage computers and networks, (4) Data Literacy, the ability to understand and analyze data (5) Critical Literacy, the ability to encourage readers to analyze text and express it (6) Visual literacy, the ability to analyze and create meaning from information in the form of visual images (7) Technology literacy, the ability to work together effectively and responsibly (8) Statistical literacy, the ability to understand material published by the media, and (9) Informational literacy, the ability to be able to communicate the intended information so that it can be clearly understood.

Historically, according to Tarwotjo, as quoted by Wiyanto (2011), the product of literacy activities is in the form of writing, which is an intellectual heritage that we will not find in a prehistoric era. In other words, writing is a form of historical record that can be inherited from generation to generation as evidence of the existence of previous human civilizations.

One of the ways to guide the young generation in cultivating literacy activities is with the SLM or the School Literacy Movement. It is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and/or speaking. The purpose of SLM is to cultivate learner character and to cultivate literacy itself in the world of education with the scope of SLM which provides an explanation of literacy itself which consists of several stages, namely habituation, development, and learning in students.

Prose

The prose is part of literature, more precisely is an example of imaginative literary work. The prose is also called fiction, narrative text, narrative discourse as stated by Aminuddin (1985: 66) that the term prose fiction or simply works of fiction, is also commonly referred to as prose story, narrative prose, narrative, or a plot story. Sudjiman (1984:17) states that fiction is a fictional story, a story that has characters, actions, and plots produced by imagination or it can be said that fiction is a narrative work whose contents do not suggest (do not refer) to historical truth (Abrams, 1981:61).

There are two types of prose, namely, modern prose and old prose. The one that is included in this type of modern prose is short stories in the form of short prose, *novels* or stories that are longer than short stories but shorter than novels, novels that provide complicated and complex problems, children's stories with a span of 3-5 years, 6- 9 years, 10-12 years, and 13-14 years, as well as teen novels presented for teenagers. Whereas those included in the old type of prose or what is known as folklore are fairy tales, fables, saga, legends, myths, stories of heart amusement, parables, and stories that contain a journey or someone's voyage.

The elements in prose are needed because the prose is an unreal imagination or delusion. The elements that make up a fictional story or prose, namely (1) the theme, topic, or general idea of a story, (2) characters, actors who are involved or who play a role in the story, (3) plot in the form of a sequence of events resulting from a causal relationship, (4) conflict, an event that triggers a story, (5) a climax, when a conflict has reached its limit and cannot be avoided, (6) the setting is the place, time, and social environment existed in the story, (7)) Mandate, namely solutions given by the author to problems in a literary work, (8) Viewpoint, namely the author's point of view as a means of presenting characters, actions, settings, and various events that make up the story in a work of fiction to the reader, and (9) Characterization, namely the method or technique used to describe the characters involved in it.

Folklore

Folklore is a part of a culture that is found in every ethnic group in various regions. Folklore can be in the form of folk tales such as mythical, legends, fairy tales, ceremonies, and so on. According to Suwardi (2013:2), he states that folklore is a part of the culture of a collective, which is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, both in oral form and acted by gestures or mnemonic device. Folklore can be a folk tale that is passed down and the spread is conveyed orally from one to another. Folklore usually contains elements of beliefs, views of life, customs, and ways of thinking of a society.

Folklore certainly contains elements of advice that give views and teaching values on life for the society. Folklore can be also used as entertainment for society that has good lessons for life. The creator of this folklore is no longer known by people, namely anonymous, and also contains elements of advice, a good lesson for life, and an expression of social protest. It also provides elements of education and life teachings for the society on how to live better and it is also an example of what is good or bad for living in a society. The main characteristics of folklore according to Danandjaja (1986: 3-4) are :

(1) Distribution and inheritance is usually carried out orally
(2) Folklore is traditional,
(3) Folklore exists in different versions.
(4) Folklore is usually anonymous
(5) Folklore usually has a formulated or patterned form
(6) Folklore has a useful value in a group of society
(7) Folklore is paralogical, that is, it has its logic that is not following general logic.
(8) Folklore becomes a collective property of a certain society.
(9) Folklore, in general, is innocent and naive, so it often seems rude, too spontaneous

Bilingual

Bilingual is the active use of two different languages. According to Haugen (2012: 01), bilingualism is the use of two languages interchangeably both productively and receptively. A person can be said to be bilingual if he can master two languages both with the same and different modalities which can provide benefits in the form of increasing cooperation, and understanding of society, and of course personal intelligence. At first, a bilingual is an individual who can use language like a native speaker, but longer and longer, this understanding changes due to increasingly complex language ability criteria (Suwito, 1983: 40).

Many experts explain the meaning of bilingualism, as explained by Weinrich (Aslinda, et al., 2007:23), who mentions bilingualism as 'The practice of alternately using two languages'. This is not in line with Bloomfield's opinion (Chaer, 2004:85) which states that bilingualism is native-like control of two languages. In its use at the university level, namely in the English literature study program, especially in classroom learning where one of the related subjects, namely Prose, the use of bilingualism can be applied to products resulting from project assignments in the form of bilingual novels based on local wisdom.

Bilingual learning is learning that uses two languages as a medium of instruction. According to Arnyana (2008), the goals to be achieved with bilingual learning are (1) increasing mastery of subject matter, (2) increasing English language skills in scientific and non-scientific forums, (3) being able to access scientific knowledge from various international media, and (4) able to communicate between students both from within and outside the country.

Information and Technology (IT)

Technology is the whole means of providing goods that are needed for the continuity and comfort of human life. One of the things that play an important role in the field of technology is communication technology. Communication technology is the hardware devices, organizations, structures, and social values that individuals use to collect, process, and exchange information with other individuals. New communication technologies are now characterized not only by the presence of single technologies such as microcomputers and satellites but also by incorporating elements of new types of communication.

Technological developments from time to time have made many advances. It can make life better, faster, and easier. Technology is not only about sophisticated tools in the form of gadgets and so on, but technology is also a variety of new ideas that are applied in a process of change in various fields. For examples:

1. Iris scanner technology on most smartphones provides ten times more speed and security than a fingerprint.
2. VR and AR. A cellphone that has a gyroscope sensor will support the use of VR and AR. This tool makes unreal things appear to be real and alive.
3. Smartphone replacement technology / Cricket Bracelet. Technology in the form of a bracelet that can display a screen on the skin of a person's hand.
4. Artificial intelligence (Technology of advanced machine learning). All computerized systems will be able to learn, predict, improve, understand, adapt, and be able to do it independently without being done manually. Manufacture of a car that can run on its own without anyone driving it or being controlled remotely. Likewise, with motorbikes, some Motobots are capable of racing.
5. Genetic breeding. Starting from conventional biotechnology such as grafts to tissue culture is one step in genetic breeding. But this genetic breeding is strictly forbidden to apply to humans.
6. Adaptive security architecture. This is security technology.
7. Email. Email or electronic mail functions as a means of sending messages (text, image, audio, or video files) through intermediary technology computers, laptops, and smartphones connected to the internet network.
8. Blog. A blog is a website that contains personal content in the form of articles, videos, photos, and links to other websites provided by the blog author.

RESEARCH METHODS

The method of this study is descriptive qualitative that can be used as a problem-solving procedure that is investigated to describe research object condition in the present time based on the fact that are visible or how they should be (Nawawi,1998:63). Authentic Assessment is also applied as a part of realistic learning and makes sense in the context of students' work,(Ariev,2005). Authentic Assessment is designed by adapting Plomp Model (2007) that implement three phases namely: Preliminary Phase, Prototyping, and Assessment Phase. It is also combined with a problem-based learning model (PBL) that covers five phases such as orientation, problem, organize, guide, and evaluate the problemsolving process. Every process of students works relating to the process of creating a bilingual folklore book through six tasks of KKNI such as TR (Routine Task), CJR (Critical Journal Review), CBR (Critical Book Review), MRI (Mini Research), RI (Engineering Idea), and Project.

RESULTS AND DISCUSSION

The very rapid advancement of technology and information demands increased competence in various fields. The increasing literacy competencies are becoming one of the important things to improve in facing technological and information developments. Also, the emergence of the challenge of the 4.0 industrial revolution in which all fields have utilized telecommunications in the network, so the increasing literacy competence is a vital role in continuing to be able to meet existing demands.

Information literacy focuses on understanding students' information needs, carried out with the ability to find and assess relevant information and use it appropriately. When students do assignments, write papers, compile presentation materials, mini-research, final assignments, write scientific papers, or do research, they always need information as literature. This is as emphasized by Welsh, et. al. (2010) stated that information literacy is a worldwide need so that it is very much needed to research the academic world.

One of the things that contain elements of information and can provide educational values is folklore. Folklores are stories that develop in society and are spread by word from mouth to mouth between generations that contain moral messages and values of character education. Folklore can be an appropriate medium for disseminating information related to events or even culture in the past. Writing folklore in the 4.0 industrial revolution can be done by writing online on existing platforms so that it can be accessed and consumed by the wider community. There are many tools for reading and writing online, one of which is the Baboo application. The Baboo application is an online reading and writing application that can be accessed via a laptop, gadget, or smartphone. Android application-based learning media is an effective way because students have improvement and more motivation in learning and learning activities (Mubarok&Pheni, 2019).

Research on improving student literacy competence through the making of ISBN bilingual folklore books with IT-based was carried out and developed through descriptive methods carried out in various processes or stages.

Planning
Pre Observation

In the prose appreciation course, students are directed to seek various information and knowledge about folklores based on local wisdom, both legends, and myths. The search for information and references about folklore based on local wisdom is carried out as a Routine Task (RT) for students. From this assignment, students will be able to explore the elements of local culture that contain moral teachings and character building, and also be able to find out the values or distinctive characteristics contained in the folklore about existing cultural elements or local wisdom. In this routine task (RT), students are trained on their level of understanding of a folklore text, which is a receptive understanding of the authenticity of the story and the moral teachings contained therein. In this routine task (RT), students are asked to find reference sources and understand the literature review that supports the study of this research. Besides, students are also directed to look for reference sources and must understand the important elements that form and create a folklore literary work such as storylines (plots), characters (characters), themes (subject matter), settings (where the stories occur), conflict (problems that make the story alive), the atmosphere of the story, the style of writing and the storyline from the point of view.

In this routine task, students also explore various types of folklore based on local wisdom that exists in 8 ethnic groups in North Sumatra, such as 1. The story of "Pulo Brayan" from the Malay tribe. 2. The story of "The origin of Christmas City from the Angkola tribe. 3. The folklore of "Homang" from Tapanuli. 4. Folklore "BiruNiraja" from Pakpak. 5. The story of

"Boraspati" from the Batak Toba tribe. 6. Folklore "PawangTernalem" from the Karo tribe. 7. Folklore "Siraso Sang DewiBibit" from the Nias tribe. 8. Folklore "Sikucambai" from the Mandailing area. There are still folklores based on local wisdom of 8 ethnic groups in North Sumatra that have not been documented yet are still anonymous and have no documentation. In folklore, which documentation or reference has not yet been known, it can be extracted from informants or elders/parents who already know a lot about folklore, both legends, and myths. This is what also motivates us to conduct this research which can contribute to the documentation of the cultural values and local wisdom contained in the story.

Observation
At this observation stage, observations were made on the informants to complete the data source, the students also looked for informants who were said to be elders who knew a lot about the origin of folklore based on local wisdom. Informants were asked to be sincere in providing accurate information about folklore based on local wisdom, both legends, and myths. So for folklore to be extracted from one of the ethnic groups in North Sumatra, at least 2 informants can complement each other and can also adjust the information from existing references and literature sources. To explore the contents of folklore based on local wisdom from the informants, a questioning instrument was made that would record the folklores of 8 ethnic groups in North Sumatra which contained elements of local culture and moral teachings.

Acting
Indoor Coaching
The process of making bilingual folklore based on local wisdom begins in a prose appreciation class in several meetings. Students receive guidance on how to make folklore based on local wisdom whether it is legends or myths. The task that can increase students' knowledge about this is that the students review journals (CJR) related to literature, processes, novels, and folklore. From this assignment, students can also understand and gain insight from previous researches and sciences. In this assignment session, students can find out the strengths, weaknesses, findings, and even the usefulness of the studies discussed for the outside world.

To add and strengthen students' knowledge and skills in making a literary work in the form of folklore based on local wisdom, students are given the task of Critical Book Review (CBR), in this case conducting a novel review and book review relating to literature. A novel review is carried out so that students can understand what elements are used in building a story from a novel. Other book reviews related to literature help students about the elements and values of literature that can enrich and beautify a literary work, including folklores based on local wisdom.

After students undergo CJR and CBR assignments, they certainly have good knowledge about the making of folklore based on local wisdom from 8 ethnic groups in North Sumatra. The third meeting of students must have obtained complete information about the folklore based on local wisdom that will be raised and written. They must already know the framework and the storyline that will be outlined in the writing. They have already owned and mastered one of the folklores based on local wisdom from 8 different ethnic groups in North Sumatra. Such as 1. The story of "Pulo Brayan" from the Malay tribe. 2. The story of "The origin of Christmas City from the Angkola tribe. 3. The folktale "Homang" from Tapanuli. 4. Folklore "BiruNiraja" from the Pakpak ethnic group. 5. The story of "Boraspati" from the Batak Toba tribe. 6. Folklore "PawangTernalem" from the Karo tribe. 7. Folklore "Siraso Sang DewiBibit" from the Nias tribe. 8. Folklore "Sikucambai" from the Mandailing

area. In the fourth meeting, students must have finished Chapter I, the content of folklore in English and Indonesian. The writing and language style and how to convey the storyline is certainly checked and reviewed and corrected if there are things that are still not correct or agreeable. In the fifth meeting, students collected Chapter II of folklore in English and Indonesian. The problems and conflicts that exist in the folklore are packaged using an attractive language style to create an attractive impression on the reader.

In the sixth meeting, the students collected Chapter III, then they examined the way and style of their language and describing it in writing, and developing interesting ideas to form a memorable storyline. In the seventh meeting, students compiled Chapter IV which began to describe the problems and solutions of various problems that existed in the folklore. In the ninth meeting, students must have put together Chapter V where the contents of the folklore have begun to appear that the storyline has impressed the reader. In the tenth meeting, the students collected Chapter VI which has described a lot of characters and folklore lines that are more interesting with the provision of interesting language styles. In the eleventh meeting, students collect Chapter VII as the last chapter which can provide an overview of characterizations, storylines, conflicts, and resolutions as well as happy-ending or sad-ending stories.

1. Storytelling (one by one paragraph)
   From the folklore recorded and outlined in the next writing, the students did storytelling by telling the class about the recorded folk tales. The purpose of storytelling is to be able to have better understand and interpret the content of the story, themes, characters, and moral teachings that can be taken from the story. For one folklore that is made, students consist of 2 people in 1 group. They come to the front of the class doing storytelling and also receiving input from ideas and criticism to enrich their vocabulary and language style that can beautify the contents of the written story. Interesting word choices that can form interesting sentences so that the folklore has a high artistic value to read.

2. Exchanging Information
   From each group consisting of 2 students, they share information through the storytelling that has been done earlier, so that they know a lot about folklores that vary from various ethnicities, namely 8 different ethnic groups in North Sumatra. They tell each other and exchange information about the contents of the story so that students know a lot about cultural values and local wisdom as well as moral teachings that can be taken as learning and character-building from various folklore contents based on local wisdom in English and Indonesian.

3. Dissemination and Discussion
   After the folklore book is published and has an ISBN, the students will disseminate each of the folklore literary works. They present their work in front of lecturers and other students. Various criticisms, ideas, and input were conveyed in the discussion so that they became constructive input in the future to be even better.

Outdoor Coaching
1. Training from Taman Budaya Medan
   Students receive training from Taman Budaya Medan. They were given direction and training on how to make folklore more interesting with elements of their themes, characters, settings, conflicts, problems, and solutions. Students are trained on how to use the correct language style to convey a specific purpose in the story. From the folklore, students are also trained on the moral teachings and character values that exist in the folklore.

After the English and Indonesian folklores have been completed, which have gone through the peer-review process or peer tutors and reviews from lecturers, their writings are re-edited again by the editors in Taman Budaya. Finally, the folklore novel published in the ISBN will succeed in meeting the standard criteria for writing literary works of local wisdom with the language style and choice of words used. Before the publication of the folklore with the ISBN, Taman Budaya checked and edited it until the results of the folklore writing in English and Indonesian met a good standard. The ISBN process will take 1 month to be published.

2. Field Research (Interview)

After the students were divided into groups consisting of 2 people in 1 group, they carried out field research, which was looking for at least 2 informants to complete the data and get more and more correct information about local wisdom-based folklore to be written. Before they go to the field, students first complete their research instruments. In this case, students have undergone mini-research (MR) assignments which train them to conduct direct field research by researching the data obtained from informants.

Question after question is submitted which is a description of the research instrument to complement the data. In this process, the most important activities are listening and comprehension. From the results of a good understanding, the accuracy of the originality of the contents of the folklore based on local wisdom will be maintained. So that nothing will happen that is missing from the incident or storyline that will be written later.

The data recorded from the informants are then understood and then transcribed in the form of a story summary that is full of complete storylines of events, problems, conflicts, and resolutions of the story. After they write a summary of the story from the recorded data, the students develop the contents of the folklore with an attractive writing style that adds artistic value by using a language style that gives beauty to the written language of the folklore.

3. Organized work

• Drafting

After students get the title of this folklore based on local wisdom, they first make a draft or story concept that leads to a storyline or plot. Important points in the draft are expressed starting from the problem, conflict, climax, and resolution.

• Writing

Folklore novels based on local wisdom made by students should be as interesting as possible to read. Therefore, students must be able to develop words that can beautify the sentences written from these folk tales. So to apply the Idea Engineering (IE) task, students must use language or language styles such as metaphors, personifications, hyperbole, etc. which aim to beautify the sentences used and can give a unique, interesting, and artistic impression in written language. After the folklore writings were examined by peer tutors, reviewer lecturers, and Taman Budaya officials, the folklore books were sent for ISBN.

• Editing

From the initial process, the editing of English and Indonesian folklore was carried out by chapter by the lecturers who taught the courses. If something goes wrong, the students will fix it. Following the editing process carried out by peer tutors and reviewer lecturers, students continue to correct the errors they encounter. After that, enter the final stage, namely editing which will be carried out by Taman Budaya. This process is also very strict, if there are still errors, students must

correct them. After it has finished then Taman Budaya dares to send the folklore book to be ISBN-ed.

- Emailing

  In the review process carried out by peer tutors, students email their seniors with a GPA and above for correction and improvement. After peer tutors, students also send via email to the teaching lecturers to be checked and also email their folklore to Taman Budaya and even repeatedly if there are still many improvements.

4. Evaluating
   - Reviewing

     Students make this folklore literary work per chapter checked by the lecturer. After all the chapters are checked, the folklore that has been prepared in English and Indonesian is reviewed by peer-reviewing, namely students who are above their canes who have a GPA of 3.5 to on. After that, checking the folklore they made was cross-checked between student groups and it was then examined by the reviewer. After completing the review by the lecturer, the folktale that has been completed will be edited again by Taman Budaya. If there are still errors, then the students are asked to go back to fix them over and over again until the folklore is good and worthy of being published with an ISBN which has a long tenure of management, it will take about 3 weeks or 1 month.

   - Revision

     Folklore writing based on local wisdom goes through a revision process when in class, it is revised chapter by chapter, which is carried out by the lecturer. Peer tutors also made improvements, namely the senior students in their class who have a GPA of 3.5 and above. After going through peer tutors, the reviewer lecturers also carry out examinations and revisions of the folklore writing. Finally, Taman Budaya also made revisions to sentences that did not fit and words that did not match before the writing was sent to be ISBN-ed.

5. Final Process
   - ISBN Process

     After having the process of review by peer tutors, lecturer review, and expert from Taman Budaya Medan, the students' product as the Project (Pjr) in the form of bilingual folklore book is sent to be ISBN-ed.

   - Blog

     In addition to the books of folklore that had been written by the students, they also created blogs based on folklore. This is intended so that the general public can see literary works in the form of folklore based on local wisdom in cyberspace so that their socialization is wider. This action is also intended to be able to preserve various cultural elements and character values of different ethnics

CONCLUSION

By making IT-based ISBN bilingual folklore books, students are busy improving their literacy competencies starting from implementing Routine Tasks that are highly demanded literacy in understanding the texts that are read, looking for sources of information, and increasing knowledge by doing a Critical Journal. Review so that students know a lot about the sciences related to research, article-based research, and methodology. Everything is inseparable from literacy. Students are also directed to use IT in the search for data sources to complement the contents of the folklore, carry out emailing activities in the editing, review, and repair process with peer tutors, reviewer lecturers, and cultural parks. Critical Book Review was also carried out to add scientific aspects related to local wisdom and

folklores. In developing words and sentences in the contents of the folklore, students are also required to beautify and make the contents of the story more attractive with a language style that attracts the attention of the readers. This is done by students in the application of the Idea Engineering Task (IE). In making folklore based on local wisdom in North Sumatra, students research collecting data in the field by recording directly to several informants. They recorded data in the field and made transcripts of these recordings in the form of raw stories. Then they develop it with an attractive language style. They did this as a task of Mini Research (MR). The products of their Project (Prj)are folklore books with ISBNs and blogs from each folklore that have been printed and with ISBN.

By carrying out the assessment process during the making of the bilingual folklore book from 6 kinds of Assignment KKNI, it showed an increase in their literacy competence through these 6 kinds of the Assignment process, results can be pictured:

Table 1. Recap of Results of 6 kinds of Assignments

No	Kind of Assignments	Information	Score Range
1.	Routine Assignment	Exploring and understanding folklore	88.16
2.	Critical Journal Review	Exploring and understanding folklore Journal	88.95
3.	Critical Book Review	Exploring and understanding books substance	89.54
4.	Engineering Idea	Writing bilingual folklore in styles	90.41
5.	Mini Research	Writing Mini Research	91.91
6.	Project	Creating bilingual ISBN book of folklores	93.87
	Total		**91.07**

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