

DEVELOPING STORYBOOK FOR ELEMENTARY SCHOOL IN LUBUKLINGGAU

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Abstract

The aim of this study was to find out the validity, practicality, and effectiveness of the developed storybook. Research and Development proposed by Branch (2009) consisting of analysis, design, development, implementation, and evaluation (ADDIE) was used in developing the product. In the evaluation phase, formative evaluation proposed by Tessmer (1993) consisting of experts review, there were three experts reviewing the product, namely content expert, media expert, and instructional design expert. Three students involved in the one-to-one evaluation, six students involved in the small group phase and eleven students in the field phase. To collect the data, questionnaires, interview, and a test was used. The collected data were analyzed qualitatively for the interview and quantitatively by using the average score for the questionnaires and percentage for the test. The developed product was valid after being evaluated in the expert review phase in terms of its content, media, and instructional design with an average score of 4.1 categorized as highly valid. The product was also practical with an average score of 4.6 in One-To-One and 4.0 in Small Group phase categorized as highly practical. The product was also had very high effectiveness which average score 91.2.

Keywords: *Research and Development, ADDIE, storybook*

Introduction

English for young learners is English language learning for children or beginners. Teaching English for young learners is very important to young learners, because at this age students are active learners, their learning process occurs through interacting with what they meet around them (Piaget, 1969: 14).

EYL include learners with young age, young learners are elementary school students between 6 to 12 years old children. They are divided into two groups, younger group (6 to 8 years old) and older group (9 to 12 years old). Whereas, based on level, they are called Lower Classes, the students of (grade 1 - 3) and students of (grade 4 - 6) as upper classes (Suyanto 2008:15).

In the other hand, according to Scott and Ytreberg (1990:1) EYL at age (5-6 years) is called level one or beginner, age (8-10 years) as level two, this level can also be called the beginner level, if they are just starting to learn English. Based on explanation above the writer can concluded that EYL is students who learn English at a young age, which (5 - 12 years old).

In Indonesia, English as an additional subject. Actually, the Indonesian government has realized that English is important for young learners. Therefore, as a policy, Ministry of Education and Culture issue Decree Number 060/U/1993 dated February 25, 1993 about the possibility of the English program as a local content in elementary school that can be start in the 4th grade.

Decentralization of education in Indonesia encourages local governments to make their own policies in the use of study hours curricular activities as local content. Because of this decentralized policy, since the last decade, public interest in English for Young Learners (EYL) has become \enhanced (Mustafa, 2010: 120).

In Lubuklinggau, there are some elementary school is thought English yet. Based on reference statistical data of government in Lubuklinggau there are 116 elementary school in Lubuklinggau. While elementary school already uses English in activity, elementary school Palm Kids Lubuk linggau.

Based on interview with English teacher in Palm Kids, there was some problems related low students' ability in reading. The students have difficulties when they found new word in the text. They not guest the meaning of the word, so make they open the dictionary and the the students need to read a text based on their understanding. Based on the problem above, the writer can conclude that students are lack of vocabulary and the text unfamiliar by them. Therefore, the writer argues to help students, so that they are can fun and know the meaning of English text with an additional book.

That the additional book is a storybook consists of narrative text with local content, which are good for teaching and make students more familiar with local stories in their area especially in Lubuklinggau. Stories originally from Lubuklinggau can apply as reading material for EYL. By including the stories with local-content-based narrative text in English language teaching materials, not only do students learn English but they also learn their own culture (Pitaloka, 2014:8). English language material with local content can make students more effective and attract to read and will make learning more effective because they have prior knowledge of the topic of the text they are reading (Royani, 2013: 133).

Storybook as an alternative to attract reading interest for young learners with design easy vocabulary, interesting story and good picture for teaching reading for younger students, including elementary school students. Storybook with picture is made with general images so that it is preferred by young learners picture storybook are preferred by young learners aged 8 years and over, while young learners aged under 8 years are more intended to read storybook clearly (Brown & Tomlinson, 1993:76).

In addition, the storybook also completes with vocabulary and exercises easy comprehend. Therefore, the student would easily in English teaching learning. Moreover, that book story as a book reading material in English teaching, the storybook also can used as a fairy tale book that can be child's bedtime and can read as a chap time.

There is a previous related study, which aimed to develop interactive multimedia for teaching English. Pitaloka (2014) conducted the previous study, she tried to develop an interactive multimedia with local-content-based narrative texts for enhancing the eighth grade students of SMP Negeri 1 Sungai Lilin. The interactive multimedia developed in this study was valid and effective. That study with use interactive media resulted in positive changes in student's interest, attention, and motivation in learning English especially in reading teaching and learning process.

In accordance with problems, theories, and previous related studies discussed above, the writer interest to develop a storybook with local content for reading narrative text for elementary school students and utilized stories originally from Lubuklinggau. The storybook was design in this study is a combination of Narrative text with local content, pictures, and vocabulary easy comprehends.

Based on the explanation above the writer interested to conduct a study entitled "Developing Reading Story Book for Elementary School in Lubuklinggau".

Method

The development of story book model used by writer is research and development ADDIE model by Branch (2009: 9) in research and development ADDIE model there are five steps namely; 1) analyze, 2) design, 3) development, 4) implementation, 5) evaluation.

Research and development conducted by writer in developing an additional book in the form of a storybook for fifth grade of elementary school Palm Kids at Lubuklinggau will have five stages, namely analyze, design, development, implementation and evaluation.

The writer analyze students's need analysis. In this analysis phase, an interview was conduct to the fifth grade English teachers to obtain information about their problems in teaching reading as well as students' reading skill.

A questionnaire was administered to the teacher at elementary Palm Kids Lubuklinggau. Teachers to obtain information about students needs or problems in reading. The reading level of students is adjusted to their reading skills with the readability of narrative texts based on local content developed so that the difficulty level of narrative texts developed in accordance with students' reading skills was neither too difficult nor too easy. For this purpose, an informal reading inventory (IRI) which was developed by Jennings (2006), was given to the students which included reading texts at level 3, 4, 5 and 6. Each text consisted of three reading stages which were frustrational, instructional, and independent.

The next step is to design the various stages that were passed in the research activities and the development of additional learning materials in the form of storybooks that were ready to be tested, including in the form of preparations needed in the design of the storybook. This stage is carried out by taking four steps of work. First, the writer performs the preparation of learning

media feasibility assessment instruments for content experts, construct experts, and instructional design experts. The second step is designing learning media products. The third step is the preparation of the material to be used. Lastly, the background and images for the development of the storybook.

Research and development involves three experts who are competent in their fields to validate content, construct and instructional design. The validation process is carried out by experts and the results are used as a basis for conducting the analysis and revision developed and as a basis for testing products for students. The lecturers as expert for validation, namely:

Table 1. Description of Experts

No	Name Experts	Experts	Experts' Description
1	Sastika Seli, S.Pd., M.A.	Content	A lecturer of English Education Study Program, graduated School of Gadjah Mada University. (consideration: master of education, and content of media)
2	Dodik Mulyono, M.Pd.	Media	A lecturer of Mathematic Education Study program, graduated school of Negeri Jakarta university (consideration: Master of technology).
3	Yulfi, M. Pd.	Instructional Design	A lecturer of English Education Study Program, graduated School of PGRI Palembang University (Consideration: master of education and instructioan design).

In designing the product developed, of course there must be an evaluation. The evaluation itself aims to find out the shortcomings of the products made. The deficiencies contained in the product created will be known from the results of the input from the experts.

After knowing the location of the deficiencies found in the product, the next thing is to revise the product developed. Revision is an activity that aims to improve and refine the teaching material model developed. Completion of deficiencies in the product should be in accordance with the input from experts that the products produced are getting better.

The new product from the development must be tested in order to find out the effectiveness of the product created. The implementation phase is the stage of additional media products learning is tested to students. There are three stages in the testing of learning media products namely one-to-one trials, small group trials and field trials. Revised after all stages of the trial if needed. At the evaluation stage, it is increasing the results obtained at the trial stage. In addition to comparing the results obtained from content experts, expert construct, and instructional design, the writer also analyzes data obtained from students to find out opinions about the products that have been made. This stage has also produced additional Media Learning products in the form of a revised storybook at the implementation stage. in the evaluation the writer also check the feasibility of media products in order to achieve the desired results.

This research aimed to develop an interactive multimedia with local-content-based narrative texts which was valid, practical, and had potential effect. Therefore, to determine its validity, practicality, and potential effect, instruments used in this study were questionnaires (Likert-Scale), interview, and reading comprehension test.

Table 2. Likert-Scale

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly agree

(Sugiyono, 2010)

The specifications of questionnaires in expert review are described in tables below:

Table 3. Specifications of Validation Sheet of Content

Aspect(s)	Number(s) of Statement
<i>The appropriateness of contents with students' characteristics</i>	1 and 2
<i>The accuracy of the content</i>	3 and 4
<i>Content presentation</i>	5 and 6
<i>Linguistics aspects of the contents</i>	7 and 8
<i>Exercises and evaluation aspects</i>	9 and 10

Source: Adapted from Tessmer (1993)

Table 4. Specifications of Validation Construct

Aspect(s)	Number(s) of Statement
<i>Attractiveness of layout and teaser (opening)</i>	1
<i>The appropriateness between interactive multimedia with students' characteristics</i>	2
<i>Media quality</i>	3, 4, 5, 6, 7, 8, 9 and 10

Source: Adapted from Tessmer (1993)

Table 5. Specifications of Validation Sheet of Instructional Design

Aspect(s)	Number(s) of Statement
<i>The appropriateness between materials and curriculum</i>	1
<i>Materials presentation</i>	2 and 3
<i>The effectiveness and efficiency of achievement of standard competence, and indicators</i>	4 and 5
<i>The appropriateness of the product with users' characteristics</i>	6
<i>Implementability of instructional media</i>	7
<i>Evaluation</i>	8, 9 and 10

Source: Adapted from Tessmer (1993)

The validity of the product was determined in experts review. After reviewing the interactive multimedia, the experts gave their judgment through a questionnaire in the form of likert-scale with score ranging from 1 to 5 and write their comments on it. Their comments were used as a basis for revision of the developed interactive multimedia with local-content-based narrative texts. To determine the validity level of the product, the average score of the obtained total score from the three experts' judgment was calculated and interpreted as follows:

Table 6. Validity Categorization	
Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

Source: Modified from Kubiszyn & Borich (2008)

To find out whether the developed Storybook with localcontent narrative text was practical, a questionnaire was administered to students in one-to-one and small group evaluation. After studying narrative texts by using the developed product, students gave their judgment through a questionnaire in the form of likert-scale with score ranging from 1 to 5. Students were also interviewed to obtain their comments on the developed product. To determine the practicality level of the product, the average score of the obtained total score from the students' judgement was calculated and interpreted as follows:

Table 7. Practicality Categorization	
Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

Source: Modified from Kubiszyn & Borich (2008)

To know the effectiveness of the product, the developed reading comprehension test that analyze by using percentage of the number of students who passed the minimum mastery criterion or *KKM* was 72. The percentage calculation is as follows:

$$\text{Mastery Percentage (\%)} = \frac{\text{the number of students obtaining score} > 72}{\text{the total number of students}} \times 100$$

After being analyze, the result will then interpreted to the following criteria to know the level of effectiveness of the product:

Table 8. Effective Categorization	
Mastery Percentage	Category
86-100	Very high
71-85	High
56-70	Moderate
41-55	Low
0-40	Very low

Source: Pitaloka (2014), Universitas Sriwijaya (2012)

Discussion

The results of the interview were (1) the students have difficulties when they found new word in the text, (2) They not guest the meaning of the word, so make they open the dictionary and (3) students need to read a text based on their understanding. Thus, from the explanation described above, it could be concluded that, students' lack of vocabulary and the text unfamiliar by them.

The results of reading level analysis, were described as follow:

Table 9. Reading Level Analysis

Text Level	Reading Stage					
	Frustrational (Correct Number = ≤4)		Instructional (Correct Number = 5-6)		Independent (Correct Number = 7-8)	
	NOS*	%	NOS*	%	NOS*	%
Level 3	1	5.3%	7	36.8%	11	57.9%
Level 4	2	10.5%	7	36.8%	10	52.6%
Level 5	2	10.5%	9	47.4%	8	42.1%
Text Level	Reading Stage					
	Frustrational (Correct Number = ≤6)		Instructional (Correct Number = 7-8)		Independent (Correct Number = 9-10)	
	NOS*	%	NOS*	%	NOS*	%
Level 6	15	78.9%	3	15.8%	1	5.3%
Level 7	16	84.2 %	2	10.5%	1	5.3%

*NOS= Number of student

From the distribution of the reading level above, it can be seen that students were already at independent stage (57.9% and 52.6% of 19 students) for text in level 3 and 4. For text in Level 5, students were at instructional stage (47.4%). While for text in level 6, and 7, students were at frustration stage which were 78.9% and 84.2% subsequently. Therefore, it can be concluded that students' reading level was at level 5 since the biggest percentage of students who belonged to instructional level was at level 5. Designing storybook consist of English language, applications used in the development of Storyboards include Microsoft Office Word 2008 and Microsoft power point. The process of developing this theory produces a storybook which is then validated before being tested to students.

The stories were adopted into short and simple narrative texts. After being translated and adopted, the developed storybook were checked to know their readability levels by using an online tool of Flesh Kincaid (i.e.: <https://readability-score.com/>). The results are available in the following table:

Table 10. Readability Level of Texts

No	Title	Readability Level	Source	Remarks
1	Dayang Torek	5	Syam S (2016)	Translated and Adopted
2	Bujang Kurap	5	Syam S (2016)	Translated and Adopted
3	Princess Berias	5,3	RD Kedum (2013)	Translated and Adopted
4	Gentayu Ulak Dalam	5	RD Kedum (2013)	Translated and Adopted
5	Bute Puru	5	RD Kedum (2013)	Translated and Adopted
6	Dayang Ringkek	5	RD Kedum (2013)	Translated and Adopted

The next steps the writer find out the validity of storybook by three experts namely, content expert, media expert and instructional design expert. The storybook was validated as valid score of 4.1. The recapitulation of the overall result of the validity assessment of the three experts can be seen in table below:

Table 11. Recapitulation

No	Validator	Average Score of Experts	Interpretation
1	Content Expert	4.2	High Validity
2	Media Expert	4.1	High Validity
3	Instructional Design Expert	4.1	High Validity
Average score		4.1	High Validity

Based on table above can conclude that storybook was valid with average score **4.1**.

This storybook trial conducted at Palm Kids Lubuklinggau. There are three trials namely, one-to-one trials, small group trials and field trials. The one-to-one trials conducted on the fifth grade students totaling three students. A small group trial was conducted on fifth grade students totaling six students. While field trials conducted on students of the fifth grade students, totaling eleven students.

Students Name	Students comments	The Writers' response
Sudents 1	strengths: The materials of narrative texts were already clear.	Change the sentences became easily and understandable.

	Weakness There were a few confusing sentences	
Students 2	Strength The pictures are very interesting Weakness There were some words ununderstandable	Change vocabulary became easily and understandable
Students 3	Strength The texts were already clear. Weakness There were some words ununderstandable	Change vocabulary became easily and understandable

Besides determining the practicality of the product, in small group test, an interview was also conducted to gather students' comments and responses towards the product to know and weaknesses of storybook the results of the interview are described in the table below.

Table 12. Students' Comments in Small Group Evaluation

No	Students Comments
1	Students reported that the directions were clear.
2	Students reported that there were confusing sentences because they did not know some words which they had never heard/learned before.
3	Some students reported that the difficult part was that they did not know the meaning of some words.
4	Students reported that the stories' picture were understandable
5	Students said that they would be able to learn by using the storybook independently at home because there were already directions, picture, and exercise.
6	Students said that the vocabulary easily and understable.
7	Students said that they were intersted and motivated to learn by using the product.

From the summary of students' comments above, it can be concluded that students liked the storybook. Some students suggested that the direction in the text to be clearly but more students stated that it was understable. Thus, the direction was not changed. In this, stage no needed to revise the developed storybook. Thus, the storybook was ready trialed in field test.

The result of the students score of field test was calculated to find the effectiveness of the storybook. All students reached the maximum mastery criterion. It can concluded that the storybook effective to encourage students interesting in reading material with local content.

At the evaluation stage, data obtained from experts and students. The experts validation and student response questionnaire was analyze. The expert validation was calculation with score **4.1 in Valid category**. The result of students response questionnaire analysis, the students get score average **4.6** in One-To-One and **4.0** in Small Group. Therefore the score obtained of storybook is **Practical**.

Conclusion

Development of storybook carried five stages including Analysis, design, development, implementation and evaluation . this research has succeeded in developing storybook with category high quality. The quality of storybook is classified valid category with an average score of 4.1. The storybook is classified practical category with an average score score 4.6 in One-To-One and 4.0 in Small Group. The storybook is classified effective category with an score obtained by students is 91.2

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