The Narrative Writing Handbook Development Supported by A Series of Pictures

[1]Dita Setyo Nugroho, Hartati

Department of Primary School Teacher Education, Faculty of Education, Universitas Negeri Semarang
[1]Corresponding email: dita880@gmail.com

Abstract

This study aimed to develop narrative writing guidebook asisted by series of pictures for the third grade students of Kalibanteng Kidul 02 Semarang Elementary School. This study used a Development Research approach (R&D) based on Sugiyono's theory that has been adapted to the study needs into seven stages of implementation . The results of this study indicated that: (1) the guidebook developed in accordance with the questionnaire of the needs of students and teachers ; (2) the guidebook was valid based on validation from material experts and media experts. A percentage of 95% was obtained with a very decent category of material experts and a percentage of 86.1% with a very decent category from media experts; (3) the percentage of teacher responses after using the guidebook classically was as much as 80.76% with a good criteria, while the percentage of students responses classically was 83.79% with a very good criterion; (4) the guidebook was effective for narrative writing lesson, the results of the analysis of the average difference in the t-test was 8.626 and the increase in the average gain was 0.43 with a medium criterion. The conclusion of this study was that the guidebook was suitable for learning activities

Keywords; guidebook; series of pictures; writing narrative essays.

1. Introduction

Indonesian language is the language of instruction in the education field. As language of instruction in education, Indonesian language plays key role in the students' intellectual, social, and emotional development and is the supporting element for the success in learning all subjects. Based on Standard of Competency and Basic Competencies for subject of Indonesian language in Primary Education (SD or MI) contained within Regulation of Minister of Education Number 22 in 2006, it was explained that Indonesian language learning aims to improve the students' skill to communicate in standard and applicable Indonesian, orally and in writing, as well as to build appreciation to literary works produced by Indonesian men. Language learning is expected to help the students know themselves, their cultures, and the others' cultures, to express their ideas and feelings, to get involved in the language-speaking society, and to find as well as to practice analytical and imagination skill inside themselves.

Abidin (2013: 5) revealed, Indonesian language learning comprises a series of activities the students do to acquire the specific language skills. The purpose of Indonesian language learning is to improve four language skills, e.g. listening, speaking, reading, and writing. The four components are included in scope of Indonesian language learning (Depdiknas, 2006). In line with that, Taringan (2008: 1) explained that language learning had four synergetic skills, i.e., listening skills, speaking skills, reading skills, writing skills. One skill that has been obliged to master is writing skill. According to USAID (2014: 1) the writing skill, particularly in the early grades, has important role as it is a foundation or basic determinant to the students' learning success. The good writing skill will help the students understand the spoken texts, written texts, or pictures/visual images. Different from speaking skill, the writing skill is rarely acquired independently by the students. Therefore, the primary school students need to be tutored and to be taught to generate the good writings (Perera, in Jurnal Ilmu Pendidikan Vol. 7 No. 4). In line with the opinion above, Suyatinah (in Cakrawala Pendidikan) stated that writing learning for beginner is very important to deliver in

primary school in order that the kids can get involved in the reading and writing activities. The learning subject is the basics of writing which can be foundation to the primary school student to continue writing in the higher grade. Without sufficient early writing skill, the children will face learning difficulties in the next grade.

Based on the explanation above, the writing learning needs to be introduced and delivered as that kind of skill will not develop naturally. If the early writing learning is not strongly based, the students will find difficulties in the next stage of writing to acquire the sufficient writing skill.

Text writing learning in Primary School will give the students chance to learn to express their ideas, thoughts, opinion, and feeling through the simple writings. Dalman (2015: 93-145) stated, the types of those writings can be descriptive, narrative, expository, argumentative, and persuasive texts. Narrative text tells a story or an incident. Writing narrative texts is an important intermediate writing skill the students should have. Because by writing narrative texts, the students learn to develop their creativities to make sentences in a good manner and to improve their imagination by putting the things they experienced into simple writings.

Nevertheless, the learning of narrative text writing in primary school, in general, gets less attention. The students' narrative text writing is poor, accordingly. It was supported by the survey conducted by PISA (*Programme for International Student Assessment*) in 2015. The survey shows that literacy rate in Indonesia was at rank 64 out of 72 countries. The literacy score of Indonesia was 39 7, while the average international score was 490. PISA survey shows that the literacy skill of Indonesian people is poor. It also describes that Indonesian people has low reading interest. The poor reading skill will surely affect the writing one.

Based on the initial study I did in SDN Kalibanteng Kidul 02 Semarang hrough observation and interview with classroom teacher, it was found out that the students' narrative text writing skill was still poor. This was revealed by the classroom teacher in the interview. The teacher said that out of 28 students, only 3 to 5 could finish the task on time, the others could not. Those students unable to finish on time could make only 4 to 5 sentences. This happens because of the students' poor vocabulary mastery. When writing, they often repeat the use of the similar word. In addition, from the observation that I made, it was found out that the learning was applied through lecturing. That made the learning less attractive to the students so sometimes some students just play with his deskmate. The students' poor writing skill is also caused by suboptimum usage of the teaching tools that can encourage the students to actively and enthusiastically take part in the learning. In my observation, the learning was conducted only with whiteboard and handbook of Indonesian language. I also found another problem on the students reading skill. The teacher mentioned 2 to 3 students having problem with reading. Those students still spelled the syllables when being asked to read.

The poor writing skill, particularly the narrative text, is the problem that the teacher and students have with. The suboptimum usages of teaching tools in the learning of narrative writing skills also obstruct the students' creativity and imagination when writing. The teacher has been using only the textbook for Indonesian language class. Although the handbook for narrative writing was available, the book was teacher's book, instead of student's book. The students only used BSE Bahasa Indonesia. Whereas in the textbook narrative writing lesson was not explained in detail. The exercises in the book did not meet the students' need. It means, in one lesson there are only one or two question for exercise. In addition, there are only a few illustrative pictures used in the book and they are not eye-catching. The presented pictures are only in form of simple photograph or black and white picture. Based on the case

above, I would like to solve the problem by developing a teaching tools featured in a handbook for narrative writing to improve the narrative writing skills. By the presence of handbook for narrative writing, I expect that the book can be used by the teacher and students to support the learning of simple narrative writing in order to meet the required basic competencies.

The research in accordance with this problem was the study conducted by Nurjanah and Nugraheti Sismulyasih in 2016 titled "*Pengembangan Buku Panduan Menulis Paragraf untuk Siswa Kelas III SD*" (Development of Handbook for Writing Paragraphs for Grade III Students). This research aimed to develop a handbook to write paragraphs for grade 3 students. The study shows that the developed handbook could support the learning activities in paragraph writing lesson. Another supporting research is the study conducted by Lina Nur Arifah and Nugraheti Sismulyasih in 2016 titled "*Pengembangan Buku Panduan Menulis Karangan Deskripsi Berbantuan* Graphic Organizer" (Graphic Organizer Assisted Development of Handbook to Write Descriptive Texts). The study shows, too, that the developed handbook could support the learning activities of writing descriptive texts. In addition to the two studies, there is another strengthening study, i.e. the one conducted by Abdulaziz Ibrahim Fageeh in 2011 titled "*Efl Learners' Use Of Blogging For Developing Writing Skills And Enhancing Attitudes Towards English Learning: An Exploratory Study*". The study shows that Weblog, as a teaching tool, was an effective tool to develop the students' language proficiency, particularly writing skill and how they respond to a written work. Based on the background above, I conducted the problem analysis by applying *research and development* (R&D) titled "*Pengembangan Buku Panduan Menulis Narasi Berbantuan Gambar Seri untuk Pembelajaran Menulis Narasi Siswa Kelas III SDN Kalibanteng Kidul 02 Semarang*" (Serial Pictures Assisted Development of Handbook

to Write Narratives for Grade III Students in *SDN Kalibanteng Kidul 02 Semarang*). The purpose of the research are (1) to generate a serial picture assisted handbook to write narrative texts for the learning of narrative writing for grade III Students in SDN Kalibanteng Kidul 02 Semarang; (2) to describe the tools and lesson assessors assessment on the design of the serial picture assisted handbook to write narrative texts for narrative writing learning for grade III students in SDN Kalibanteng Kidul 02 Semarang; and (3) to assess the applicability of the serial picture assisted handbook to write narrative texts for narrative writing learning for grade III students in SDN Kalibanteng Kidul 02 Semarang.

2. Research Method

The type of the research was Research and Development (R&D). Sugiyono stated (2015: 297) that research and development was a research method applied to produce the particular products, and to assess the effectiveness of the product. To create particular product, an academic need to conduct an investigation for need assessment and to assess the effectiveness of the product in order to be applicable to wide society, we need to conduct investigation to assess the product success. This investigation was conducted to develop a handbook to write narrative texts for grade III students. The development model in this study referred to the one stated by Borg and Gall in ten phases. In this study, however, I took only seven phases stated by Sugiyono (2015: 298) as it was adjusted to the study requirement. Those seven phases are: 1) data collection, 2) designing preliminary form of product, 3) preliminary field testing, 4) product revision, 5) field testing, 6) final product revision and 7) dissemination and implementation.

The research subjects were the teacher of and the students at grade III in SDN Kalibanteng Kidul 2 Semarang during 2017/2018 school year the amount of which

was 28 comprising 14 males and 14 females. Teacher was one of the research subjects because the teacher played key role in collecting information and in executing the Indonesian language learning by applying the handbook for writing narrative text as a product I had made. Based on the title of the study i.e. "Pengembangan Buku Panduan Menulis Narasi Berbantuan Gambar Seri untuk Pembelajaran Menulis Narasi Siswa Kelas III SDN Kalibanteng Kidul 02 Semarang" (Serial Pictures Assisted Development of Handbook to Write Narratives for Grade III Students in SDN Kalibanteng Kidul 02 Semarang), I used two variable, i.e. independent and dependent ones. The independent variable in this study was the handbook to write narrative texts. While the dependent one was narrative writing skill.

The data were collected through tests and non-tests. The tests I conducted were pretest and posttest. Pretest was conducted to find out the students narrative writing skill before using the handbook, while posttest was conducted to find out the students narrative writing skill after using the handbook. And the non-test methods I applied were enquete fulfillment, interviews, observation, and documentation.

Technique of data analysis was divided into three, i.e. initial data analysis, data analysis of product, and final data analysis. The initial data analysis was carried out descriptively on the students and teacher's needs level of the serial picture assisted handbook of narrative texts writing and the normality test. The data analysis of product was found out from the assessment made by the assessors on the design of the handbook based on the criteria for validation determined by assessor and on the teacher and students' responses. The final data analysis was acquired from the points that the students got when taking pretest and posttest. The data will be analyzed with t-test and N-gain.

3. Results and Discussion

3.1 Product Development

The development of handbook for creating narrative text was conducted to support the learning process and to help students who still found it difficult to comprehend and to remember the delivered lesson in the learning of creating narrative text for grade III students. The development of handbook for creating narrative text was based on the theories concerning handbook creation and was supplemented with serial pictures a teaching tool, so that the students would find the developed handbook more noteworthy in case of improving narrative writing. The usage of serial pictures as tools in Indonesian language learning was very helpful to drill the students' narrative writing skill. It was supported with theory about cognitive development stage stated by Piaget, that primary school students entered the concrete operational stage (7-11 years old) thus the students would find it easier to understand a concept when being helped with concrete objects, in this case I used serial pictures. By employing the serial pictures, the students would focus more on everything in the picture. Serial pictures would also attract the student in the learning process thus the students' interests to write improved.

Handbook for creating narrative writings with picture series I developed consists of several parts, e.g.: 1) front matter consists of preface, table of contents, user guide, as well as Standard of Competencies, Basic Competencies, and indicators of learning success; 2) body matter contains definition of narratives, elements of narrative, steps to write narrative, editing narrative writing, usage of capitals, usage of punctuations, and conjunctions; 3) back matter consists of exercises, bibliography, and about the author. The handbook for creating narrative writings was printed in A5-sized, in rectangle shape, and in less than 50 pages.

3.2 Preliminary Field Testing by Assessor

Preliminary field testing of the assisted handbook for creating narrative writings with picture series was conducted by teaching tools and lesson materials assessors. The preliminary field testing by media or teaching tools assessor was carried out to find out the appropriateness of the handbook based on the dimension of front cover, the shape, and the contents of the book. While the lesson materials preliminary field testing aimed to find the rate of the suitability of lesson materials in the developed handbook from according to the lessons in the book, the presentation of the book, and language usage in/readability of the book.

After the media and lesson materials assessors completed the testing, they gave me points. The points I acquired was subsequently converted to the grading system. By finding out the grading system, the appropriateness rate of the developed media will be found, too. The followings are the grading system of for testing carried out by assessors. Source: Riduan (in Jurnal Pendidikan, 2016)

Table 1 Grading System as Remarks of Assessors' Testing

Persentase		Description
0%	20%	Unsatisfactorily Improper
21%	- 40%	Improper
41%	- 60%	Fairly Proper
61%	- 80%	Proper
81%	-100%	Highly Proper

After the media and lesson assessors conducted preliminary field testing, I acquired the following scores.

Table 2 Recap of Media Testing

Assessed Aspects	Score	Rate	Description
Cover	10	83,3%	Highly Proper
Shape	20	100%	Highly Proper
Contents	32	80%	Proper
Whole Percentage	62	86,1%	Highly Proper

Table 3 Recap of Lessons Testing

Properness Aspects	Score	Rate	Description
Lessons	30	93,75%	Highly Proper
Presentation	35	97,22%	Highly Proper
Language/Read ability	11	91,67%	Highly Proper
Persentase Keseluruhan	76	95%	Highly Proper

Based on the testing conducted by the media assessor, the handbook for creating narrative text fulfilled the criterion of Highly proper at rate 86.1%. based on the lessons assessor, handbook for writing narrative text met the criterion of Highly proper category at rate 95% thus the handbook as product was proper to be implemented to grade III students in SDN Kalibanteng Kidul 02 Semarang.in the learning of writing narrative text

3.3 Teacher's and Students' Responses

The handbook which, according to media and lesson assessors, was proper to be implemented, subsequently was implemented on the small group. In the testing, 7 students and a teacher filled questionnaire on responses to the handbook. The students and the teacher gave assessment by fulfilling the assessment sheet of the handbook for narrative writing. The assessment made by teacher and students subsequently was given rates of properness. The points were then converted on the following criteria. Source: (Noviar A, 2016) Jurnal Edu Geography

Table 4 Description of Percentage of Students and Teacher's Responses.

Percentage		Description
81,26%	-100%	Excellent
62,51%	- 81,25%	Good
43,76%	- 62,50%	Fair
25,00%	- 43,75%	Poor

After the students and the teacher made assessment, the result is shown table 5.

Table 5 Recapitulation of Teacher and Students' Responses

Responses by Score		Percentage	Description
Students	305	83.79%	Excellent
Teacher	42	80.76%	Good

The assessment made by the students scored 305 out of 364. That score was then analyzed with formula to calculate the properness percentage as stated by Noviar (in Jurnal Edu Geography) thus it gained the rate, i.e. 83.79% included in the "excellent" category. While the assessment made by the teacher scored 42 out of 52. That score was then analyzed so it acquired rate, i.e. 80.76% included in "good" category.

3.4 Test of Product Effectiveness

The effectiveness test of the handbook for narrative writing was taken to find out the margin and the average improvement of students' narrative writing learning outcomes. The handbook effectiveness test was conducted in classroom of grade III in SDN Kalibanteng Kidul 02 Semarang on 21 students. The data were taken from the students' learning outcomes before using the tool/media (pretest) and after using the tool/media (posttest). To find the effectivenees of the handbook, on the pretest and posttest points then the normality and homogeneity tests, t-test and N-gain were conducted.

After the pretest and posttest points were found, normality and homogeneity tests were conducted. The normality test was carried out to find if the data were normally distributed and to determine the statistics that will then be applied. The normality was calculated using liliefors test. In this investigation, however, I use SPSS 16. The homogeneity test was conducted to find whether the data were collected from the similar variant. The homogeneity was calculated with variant homogeneity formula. I, however, in this study, applied SPSS 16 with ANOVA analysis. Based on SPSS 16 assisted normality test, it was found out that the sig. rate of pretest was 0.293 and sig. rate of posttest was 0.342. As sig. rate > 0.05 the data were verified as normal. Then from the homogeneity test, it was found out that the sig. rate was 0.62. As sig. rate > 0.05, the data of posttest posttest point based on the pretest point had the similar variant or homogenous. I subsequently take hypothesis test. To find the mean interval of the narrative writing learning outcomes, I conducted SPSS 16 assisted t-test. The followings are the result of SPSS 16 assisted t-test.

Table 6 Result Paired Sample T-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	pretest – posttest	-17.524	9.309	2.031	-21.761	-12.229	-8.626	20	.000

Based on the table above, we find that t-value (8.626) > t-table (2.086). Thus I can draw a conclusion that the usage of the handbook of narrative writing can improve narrative writing skills of grade III students SDN Kalibanteng Kidul 02 Semarang.

The average improvement of narrative writing learning outcomes was then calculated with formula of N-gain. Data were analyzed descriptively by checking the percentage of students' narrative writing points using N-gain. The followings are assessment of the average improvement of the students' narrative writing learning outcomes.

Tabel 7 Assessment of Average Improvement

Category	Point
Average *Pretest*	59.3
Average *Posttest*	77
Mean interval	17.3
N-Gain Rate	0.43
Description	Moderate

Based on the effectiveness test above, I can make conclusion that handbook for narrative writing had positive impact on the grade III students' learning outcome and was effectively used during the narrative writing learning in Indonesian language class.

4. Conclusion

Based on the data analysis and the discussion in this investigation, I can draw the following conclusion: (1) Development of picture series assisted handbook for creating narrative texts was carried out in several phases as stated by Sugiyono, comprising data collection, designing preliminary form of product, preliminary field testing, design revision, field testing, final product revision, dissemination and implementation; (2) The developed picture series assisted handbook for creating narrative texts, based on the testing carried out by media assessor, acquires average rate 86.1%, and based on the testing carried out by lessons assessor, acquires

average rate 95%. Based on the field testing, such rates showed that the picture series assisted handbook for writing narrative texts was very useful in the learning of narrative writing; (3) picture series assisted handbook for writing narrative texts was very applicable in the learning, shown with the great rates of the students' responses after using the product, i.e. 83.79% (excellent) and rate of the teacher's response, i.e. 80,76% (good); (4) from the mean interval test for pretest and posttest points through using t-test it was found out that t-value, i.e. 8.626 was bigger than t-table, i.e. 2.086 as well as the average improvement (N-gain) for pretest and posttest data was 0.43 included into moderate category. That point shows that picture series assisted handbook for writing narrative texts was very helpful in the learning of narrative writing.

5. References

Abidin, Yunus. 2013. Pembelajaran Bahasa Berbasis Pendidikan Karakter. Bandung: PT Refika Aditama.

Abidin Yunus, dkk. 2017. Developing Literacy Learning Model Based on Multiliteracy, Integrated, and Differentiated Concept at Primary School. Cakrawala Pendidikan.1 (2). 156-166.

Arikunto, Suharsimi. 2010. Prosedur Penelitian. Jakarta: Rineka Cipta.

Arsyad, Azhar. 2014. Media Pembelajaran. Jakarta: PT RajaGrafindo Persada.

Ashyar, Rayendra. 2012. Kreatif Mengembangkan Media Pembelajaran. Jakarta: Referensi Jakarta.

Dalman. 2015a. Keterampilan Menulis. Jakarta: PT RajaGrafindo Persada.

Dalman. 2015b. Penulisan Populer. Jakarta: PT RajaGrafindo Persada.

Fageeh, AI. 2011. Efl Learners' Use Of Blogging For Developing Writing Skills and Enhancing Attitudes Towards English Learning: An Exploratory Study. Journal of Language and Literature. 2(1). 31-48.

Gonen Mubeccel, dkk. 2011. The Enviroment and Its Place in Children's Picture Story Books. Procedia Social and Behavioral Sciences. 15. 3633-3639.

Mantei Jessica. 2014. Interpreting the Images in a Picture Book: Students Make Connections to Themselves, Their Lives and Experiences. Research Online. 13(2). 76-92.

Noviar, A., dkk. 2016. Pengembangan Media Pembelajaran Ips Berbasis Macromedia Flash Materi Hidrosfer Menggunakan Model Pembelajaran Kooperatif Tipe Numbered Heads Together Kelas VII SMP N 1 Secang Kabupaten Magelang. Edu Geography Journal. 4(1). 16-23.

Nur Arifah, L., dkk. 2016. Pengembangan Buku Panduan Menulis Karangan Deskriptif berbantuana Graphic Organizer. Joyful Learning Journal. 6(3). 1-7.

Nurjanah, dkk. 2016. Pengembangan Buku Panduan Menulis Paragraf untuk Siswa Kelas III SD. Joyful Learning Journal. 6(3). 1-7.

Nurudin. 2010. Dasar-dasar Penulisan. Malang: UMM Press.

Permendiknas Nomor 22 tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.

Santosa, Puji. 2009. Materi dan Pembelajaran Bahasa Indonesia SD. Jakarta: Universitas Terbuka.

Sugiyono. 2015. Metode Penelitian Kuantitatif, Kualitatif, dan RnD. Bandung: Alfabeta.

Suparno & Yunus, M. 2012. Keterampilan Dasar Menulis. Tanggerang Selatan: Universitas Terbuka.

Suyatinah. 2005. Peningkatan Keefektifan Pembelajaran Menulis di Kelas II Sekolah Dasar. Cakrawala Pendidikan. No. 3. 405-420.

Taringan, Henry. 2008. Menulis Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.

USAID. 2014. Pembelajaran Literasi Kelas Awal di LPTK. Jakarta: RTI International.

Wulanzani, UT., dkk. 2016. Hasil Validasi Buku Teks Mata Kuliah Bioteknologi Berbasis Bahan Alam Tanaman Pacing (Costus Speciosus Smith) sebagai Antifertilas. Jurnal Pendidikan. 9(1). 1380-1385.

Yuliati. 2014. Model Budaya Baca-Tulis Berbasis Balance Literacy dan Gerakan Informasi Literasi di SD. Jurnal Ilmu Pendidikan. 20(1). 117-126.