

Developing Photonovella Adventure Media to Improve Primary Students' Storytelling of Place Where I Live Theme

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Abstract

The study aims to determine the characteristics and effectiveness of photonovella adventure media development for improving the storytelling skills with the place where I live as the theme in high-class students at elementary school. This study used a qualitative approach in the form of data development needs and quantitative in the form of test scores referring to the rubric of the assessment of storytelling skills. Trials were conducted twice, i.e. limited trials and implementation tests. The implementation test was conducted in grade 4 at three elementary schools. The result of this research is characteristic of development of photonovella adventure media has 3 principles based on aspect of development requirement, that is usage effect principle, content of story photonovella, media of story telling. The improvement of storytelling skills can be determined using normalized gain. The result of N-gain calculation showed that the value of $g = 0.704$, it means that there is a significant increase. The result shows t_{value} is 16.616 and t_{table} is 1.67 which means that the media of photonovella adventure can be applied effectively. The conclusion is the media of photonovella adventure has 3 characteristic principles, and it is also effective for the improvement of storytelling skills.

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INTRODUCTION

Language skills cover a variety of aspects, one of which is speaking skills as an effective form of oral communication. Zulaeha (2013) said that language skills are also very important in learning language. Speaking is an important skill in everyday life. Through speaking a person tries to express his or her thoughts and feelings to others verbally, without speaking, other people will not know what they think or feel, and will be isolated from their environment. Speaking is an active language activity of a language user who demands its oral use. Widiyanto and Zulaeha (2016) assert that language as a mean of interaction in learning.

There are basic competences on the content of high-class Indonesian language, they are (KD) 3.9 is observing the figures contained in the text of fiction, and 4.9 is conveying the results of identification of the characters contained in the fiction text orally, written and visual. 3.10 is comparing one character of another character to a fictional text. 4.10 is presenting the results of comparing the character of another character on the fictional text in oral, written, and visual.

Nurpaiza (2014) said that telling stories is telling something about a deed or an event and delivered orally in order to share experiences and knowledge with others. It can be said that story telling is telling something or event orally in an effort to develop the potential of language ability. Storytelling is one activity that is identical with children. Hidayat and Supriyanto (2017) said that with the story, a person can understand a language. Setiari and Supriyanto (2016) conveyed that with the story we can understand the structure of a language. The storytelling skills are useful in the development of the language of the child. This is in line with the opinion of Rachmi (2015) that through storytelling, it can sharpen children's imagination, social aspect, moral aspect, religious awareness, emotional aspect, achievement spirit, concentration training, and developing the language ability of children. Setyatmoko and Supriyanto (2016) conveyed that with the story and the telling story media make their understanding towards the

content of story is higher. Upton (2012) said that the stages of language development of high-class students in elementary school age children (7-11 years) are in a concrete operational period, children can think logically about concrete objects. Child reasoning at this stage is still limited. Children think based on physical imitations of concrete objects, so that they can make sense if they are helped by real objects or experiences. Therefore, in the learning process teachers should be able to innovate and develop learning media in accordance with the level of student development in order to facilitate them in understanding the material. Duruk (2017) mentioned that teachers are also allowed to take the initiative as an active process practitioner. This is reinforced by Matamoros, Fernández & Llinares (2015) who argue that learning resources, such as storybooks, can help teachers prepare for learning plan and be able to develop students' skills in understanding their concepts.

From the preliminary study, it was found that the students had difficulties in telling stories. Students prefer visual media that looks interesting and contains picture/photo stories that fit with the characteristics of elementary school students. The use of appropriate media can improve the imagination and creativity of students in the activities of storytelling. Innovations in learning to speak or tell a story is needed, one of which is done with the use of visual media for the improvement of high-class students storytelling skills. Krisbiono, Supriyanto and Rustono (2015) mentioned that to pour ideas in writing text requires appropriate models and media in the sense of creative, innovative and fun for learners.

To optimize the story-telling skills required a media that can stimulate the visual senses and imagination of students who are in harmony with the plot and story characters. Visual media in the form of a series of pictures and dialogues, contains a simple story that matches the characteristics of the child and is easily understood to guide the child in telling stories. This media is able to express ideas, thoughts, illustrations and generate the imagination of students. The media is needed so that children at school and parents or caregivers at home can use

it as a media to help children tell stories. Desmawati, Suminar, and Budiartati (2017) stated that media is needed in learning to achieve learning objectives.

The aim of this study is determine the characteristics of photonovella adventure media for improving the storytelling skills with the place where I live as the theme in high-class student at elementary school that was developed. Another is to know its effectiveness of photonovella media development adventure for the improvement of storytelling skills. Setyawan (2017) stated that introduction of regional uniqueness in learning can help students to love and appreciate their region.

METHODS

This study used research and development design (Research and Development) which refers to the theory of Borg and Gall (2007). Research and development of photonovella media adventure for the improvement of storytelling skills with the place where I live as the theme in high-class student at elementary school used Borg and Gall research steps with modification to nine stages. This modification was done based on the research needs. The step in this research are (a) potentials and problems, (b) analysis of development needs, (c) preparation of development design, (d) prototype validation, (e) revision I, (f) limited tests, (g) revision II, (h) test of implementation, and (i) the final product.

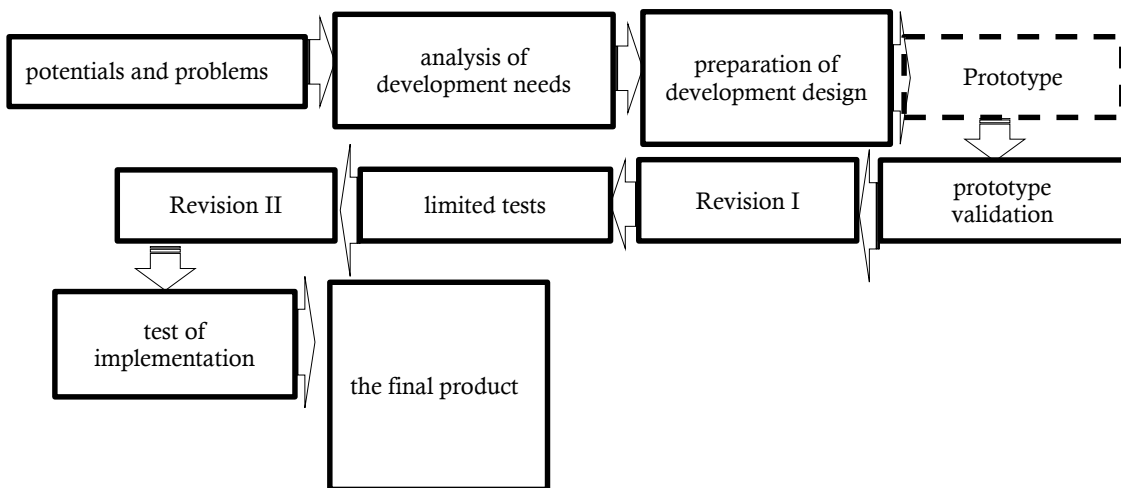


Figure 1. Steps of Photonovella Media Research and Development

The design of product trials used in research and development of photonovella media adventures for the improvement of storytelling skills with the place where I live as the theme used two groups of static design, pretest-posttest control group design.

The data obtained in research and development of photonovella media adventure for improvement was qualitative and quantitative data. Qualitative data was included as data of teacher and student need for development of photonovella adventure media, data validation, and student and teacher response data toward application of photonovella adventure media.

Quantitative data was included as student learning outcomes in the form of test scores (pre-test and post-test) of storytelling skills. Assessment of students' storytelling skills refers to the storytelling skill rubric.

This study used qualitative and quantitative approaches that were used in an integrated and mutually supportive manner. Suminar, Prihatin, & Sharif (2016) conveyed that qualitative data is in the form of data development needs. Sources of qualitative data were teachers and students, validation of data obtained from experts (media and literature experts) and users (practitioners or teachers), and

data response to the application of photonovella adventure media were obtained from students and teachers. The data source in quantitative data in the form of test scores (pre-test and post-test) was high-class students of elementary school.

Trials were conducted twice, those are limited trials and implementation tests. The subjects of the limited trial are high school students of SD Negeri 6 Purwodadi. This school is a pilot school which implementing the 2013 curriculum located in Grobogan District. Six students who have different storytelling skills (low, medium, and high) were selected for the research subjects on this limited trials. The implementation test was conducted in three schools, namely SD Negeri 2 Penganten, SD Negeri 4 Taruman, and SD Negeri 1 Taruman. The subjects of the implementation were high-class students of grade 4. The researcher also chose the control class at SD Negeri 2 Kandangrejo.

Data collection in this study used non-test techniques. In line with Wulan, Zulaeha, and

Haryadi (2015) that the test technique is used to obtain data related to the measured results in the students who are the samples of this study. Auliya and Suminar (2016) asserted that nontest techniques are usually used for qualitative data that will be done in this research. This is reinforced by Setyowati and Supriyanto (2017) who mentioned that non-tes technique includes questionnaire, check list, and documentation. Test techniques are evaluations to measure students' storytelling skills. The data on teacher and student outcomes on the development of photonovella media was processed to produce development principles. The principles of development which were obtained from the results of needs analysis are characteristic of photonovella adventure media. These principles are used as the basis for the development of photonovella adventure media.

The data of teacher and student needs results on the development of photonovella media was processed by the following steps.

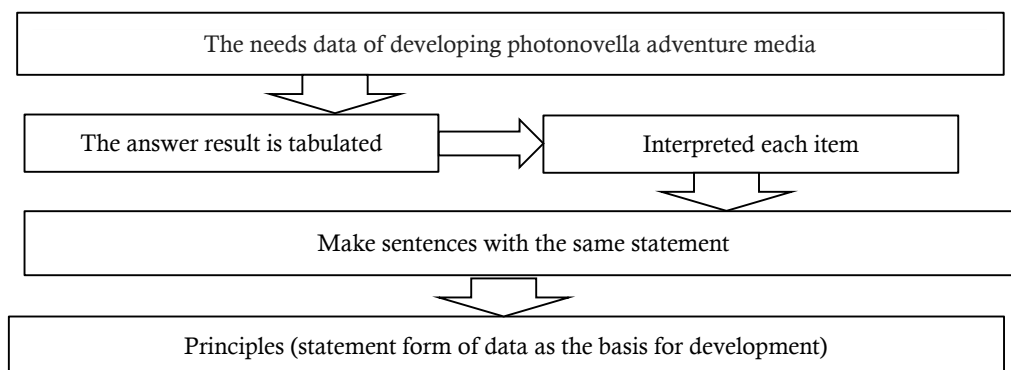


Figure 2. Phase Analysis Steps of Photonovella Media Characteristics

Test techniques in this study serve to measure the level of progress that has been achieved by students after they take the teaching-learning process within a certain time. The purpose of this test is to measure students' storytelling skills by using a skill assessment rubric. This is supported by the opinion of Nisa and Supriyanto (2016) test techniques used to derive data on measured results on students. The effectiveness of photonovella adventure media is measured by analyzing the test score data of storytelling skills (pre-test and post-test). The first

step in analyzing test score data is checking the validity of the sample by using normality and homogeneity test. Normality test is used to find out the initial state data of normal distributed samples or not. If the data is normally distributed then the parametric test is used, but if the data is not normally distributed then the non parametric test is used. In addition, testing the normal distribution of the data on the sample, it is also necessary to test the homogeneity of some samples, namely the uniformity of the samples taken from the same population. The normality

and homogeneity test were performed with the help of SPSS 16.

The result of students' skill test is a score data. Aspects used in the assessment of storytelling skills include fluency in language, language accuracy (pronunciation, vocabulary, and sentence), the feasibility of context/ understanding of the content (the accuracy of the story content, the clarity of ideas and the creativity of the imagination, and the storyline), and the expression/behavior tell stories.

RESULTS AND DISCUSSION

Teachers have the opportunity to innovate learning media so that students have a learning experience that can float students' abilities from various aspects including aspects of storytelling skills. One of the innovative steps taken is to develop photonovella media in high-class students.

The teacher is a facilitator who helps students prepare the means of support used to extract information to solve a problem. Raharjo and Suminar (2016) stated that the digging facilities make students become more active and creative and critical thinking that can improve students' learning achievement in terms of affective. The storytelling skills are part of the achievement in communicative learning so that the better the student communication the better the achievement in learning.

At the implementation stage of learning, the researcher took 4 schools with the same school with similat accreditation in Grobogan district which certainly apply the 2013 curriculum. The implementation was done in SD N 1 Taruman consisting of 22 students, SD N 2 Penganten consisting of 18 students, SD N 4 Taruman consisting of 20 students, and SD N 2 Kandangrejo consisting of 25 students. The grade samples of the researchers took grade 4 in each school to serve as control and experiment classes using photonovella adventure media. All the data collected and processed by researchers to answer all the formulation of existing problems.

The result data of teacher and student needs toward photonovella media development

was processed based on data of development needs of photonovella adventure media, then the result of answer was tabulated. After that, each grain of the respondent's answer was interpreted and then used as a sentence with a combination of the same statement. The final results were the principles of developing photonovella adventure media which the principles were the statement of the data as the developmental basis.

Table 1. Principles of Developing Photonovella Media Based on Teachers' Needs Data

Principles of impact use
The media is photonovella
The use of media that can stimulate storytelling
Principles of contents of photonovella stories
Contents of story
Setting
The use of language
Principle of storytelling media
Forms of media is a photonovella book with medium size (16 c m x 23.5 cm) which colorful

Table 2. Principles of Developing Photonovella Media Based on Student Needs Data

The principle of storytelling media
Simplicity
Integration
Balance
Consistency
Organization
Attractiveness
Printing
Principles of contents of photonovella Stories
A theme
Storyline

The principle of development resulted becomes the basic characteristics of photonovella media development. This is what makes the uniqueness of the media developed in which the media is the media in accordance with the needs of teachers and students in learning. Basically the principle of media development is categorized into 3 principles namely the principle of use, the principle of the story content photonovella and media principles.

In the principle of contents of the photonovella story with chronological plot, it tells about the adventures which are played by children. This thing will facilitate students in understanding the material. The theme in photonovella corresponds to everyday life with a

backdrop of place of residence in Grobogan district, regional icon and it does not deviate from KI and KD which contain good character figure according to need of story. Types of mixed stories (real stories interspersed with fantasy stories) are the main attraction of students in studying photonovellas. The use of chronological plot and communicative language as well as the straightforward, simple and easy-to-understand language and varied sentences are necessary for the development of photonovella adventure media. In the principle of storytelling media, the form of media is a book in the form of pictures/ photographs accompanied by story (photonovella) with medium-size (16 cm x 23.5 cm) which is colorful and suitable medium for photonovella development.

After the test of normality and homogeneity, the researchers further tested the effectiveness of photonovella media development on students' storytelling skills. The results obtained are then analyzed using microsoft excel 2010. The results are presented in Table 3.

Table 3. The Data of Effectiveness Photonovella Media Development

Number of samples 60	Pre-test value	Post-test value (x_i)	x_i^2
Number of value	3312	5204	453096
average	55,2	86,733	7551,6
g			0,704
μ_0			75
S			5,424
\sqrt{n}			7,681
t_{value}			16,616
t_{table}			1,67

The analysis of the photonovella adventure media effectiveness for high-class students of Elementary School was done by using the processing of test results obtained in the research. The improvement of students' storytelling skills on the application of photonovella adventure media can be found by using a normalized gain. The result of N-gain calculation is interpreted by using the classification of $g = 0.704$, which means that the value of $g > 0.7$ or in other words this indicates that the criteria of students' telling story improves or getting higher. Therefore, it can be

concluded that the improvement which is expected has been achieved.

The result of t_{value} compared to t_{table} at 0.05 (5%) significant level is to find out whether there is difference between before and after using adventure photonovella media usage. The t_{value} shows the numbers 16,616 and t_{table} 1.67. $t_{value} > t_{table}$, then it can be stated that photonovella adventure media is effective to be applied for improving storytelling skills with the place where I live as the theme in high-class student at elementary school. The result of the calculation on the sample data showed that the value of storytelling skills was 86.733% which means that the average student has exceeded the KKM that is 75.

The results are also in line with Ayuningrum and Sukirno (2015) research that students' understanding, experience and communication skills will be higher if students can be actively involved in learning. Irchamni, Handayani, & Suminar (2017) who stated that the application of appropriate learning media can help in achieving the learning objectives. This opinion is also reinforced by Wijayanti, Zulaeha, and Rustono (2015) who mentioned that the use of photonovella can increase students' study motivation.

CONCLUSION

The conclusion of this research is the characteristic of photonovella media adventure for the improvement of storytelling skills with the place where I live as the theme in high-class student at elementary school which was developed has 3 principles based on the aspect of development requirement that is the usage effect principle, the content of the story photonovella, and the principle of storytelling media. The development of photonovella media adventure is effective for improving the storytelling skills with the place where I live as the theme in high-class student at elementary school.

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