

# THE DEVELOPMENT OF DRAWING STORYBOOK LEARNING MEDIA TO IMPROVE READING INTEREST OF CLASS III STUDENTS IN PRIMARY SCHOOL

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**Abstract.** This study aims to find out the steps in developing picture series book learning media, the feasibility of instructional media, the effectiveness of instructional media, and the attractiveness of instructional media. This research method was research and development. The development procedure in this study uses Borg & Gall steps, namely: Finding Potential and problems, Collecting data, Designing a product, Designing the validation, Designing the revision, Testing product, Revising product, Pilot testing the product, Revising product, Creating the mass production. This study's indicate the feasibility of the media in terms of the results of the assessment of the material and the results of the assessment of media experts' good criteria. Media is effectively increases students' interest in reading as evidenced by the results of paired sample t-test on the questionnaire values before and after using the media, the Sig. (2-tailed) 0,000 <0.05. The value of t arithmetic (10.282) is greater than t table (2.060). The attractiveness of the media is seen from the results of the teacher's response and the results of the student responses questionnaire very interesting criteria.

## 1. Introduction

Reading skills are one of the most important language skills for a person to have. With reading skills, someone can absorb and dig up as much information as they want. Reading skills are taught in Indonesian subjects since Elementary School (ES). Based on the results of observations and interviews with class III B teachers of Keputran Elementary School "A" Yogyakarta, it was found that almost all students were less enthusiastic about reading activities. The textbooks used are mostly in the form of text and there are few supporting images, even though for teaching materials, especially for low-class classes, there must be more pictures than just writing. Students are difficult to read if there is a lot of reading that is not accompanied by attractive supporting pictures. Furthermore, the teacher explained that in learning theme 2 Loving Plants and Animals, students had difficulty determining characters and characters, as well as moral messages in fairy tales. Students are less interested in reading because the tales that are presented are more reading texts than supporting pictures.

Learning media are tools and techniques used as an intermediary for communication between a teacher and students [1]. So, learning media is used to streamline communication and interaction between teachers and students in the learning process at school. Learning media are anything that can transmit messages, stimulate thoughts, feelings, and a will to communication between educators and students so that they can encourage the learning and learning process[2]. Learning media are anything that can be used to transmit messages (learning materials), to stimulate student attention, interests, thoughts, and feelings in learning activities to achieve learning goals [3].

That learning media are tools that can help students achieve learning goals. Learning aids are all tools used in teaching and learning activities, to convey messages from teachers to students [4].

Rusman explains that learning media is a tool that allows students to understand and understand something easily to remember it for a long time compared to the delivery of subject matter face-to-face and lectures without learning aids or media [5].

Midun in Asyar explains that Media comes from the word "medium" which means in between. So the media is in the middle (between) two things, namely those who write or create media (source), and people who receive (read, hear, see) the media (in communication they are called receivers, receivers, audiences, or communicants) [6]. The position of the media according to the above opinion explains that the media is an intermediary between sources of information and recipients of information. Kreyenhbuhhl suggests that the media plays a very important role in improving the quality of education, including in improving the quality of learning in the classroom [7]. Media according to Sukiman's opinion in his book, namely: Learning media is anything that is used to transmit messages from sender to recipient so as to stimulate thoughts, feelings, attention, and interests as well as the abilities of students in such a way that the learning process occurs in order to achieve learning objectives effectively [8].

To foster interest in reading, innovative learning media are needed that can facilitate student creativity so that they can come up with ideas through these media. Teachers should be able to apply various media and strategies to help students develop a reading interest in the learning process. The right learning media will build students' reading interest so that learning is more effective and makes learning conditions active and enjoyable. Learning media that are following the characteristics of students can increase students' reading interest to be more enthusiastic, students become active so that they can achieve meaningful learning and learning objectives.

The effectiveness of learning is influenced by the media used by the teacher [9]. Based on this background, research on the development of Picture Story Books as a medium for learning Indonesian was carried out. The developed picture storybook is expected to be more interesting and effective to use to increase students' reading interest.

Hodgson in Akhyar explains that reading is a process that is carried out and used by readers to obtain messages that the author wants to convey through written language media [10]. Other experts, Finochiaro and Bonomo in Akhyar explain that reading is bringing meaning and getting meaning from printed or written material, picking up and understanding the meaning or meaning contained in written language [11].

Winkel in Prasetyono states that interest is a rather sedentary tendency and the subject feels attracted to a certain field or thing and feels happy to be involved in that field [12]. Another expert, Walgito in Prasetyono explains that interest is a condition in which a person has attention to an object, accompanied by a desire to know and learn, and finally it is further proven by certain objects. Crow and Crow in Prasetyono interest is a driving force that causes someone to pay attention to other people or other objects.

Picture books refer to the notion of books that convey messages in two ways, namely through illustrations and writing [13]. Illustrations (pictures) and writing are both intended to convey the message, not in isolation, but together and support each other to convey the message. So, the two of them are bound by the demand to convey the message better and stronger in two different but mutually reinforcing ways.

Who prefers to use the term picture storybooks, namely that picture storybooks are books that display images and text and the two are intertwined [14]. Neither the images nor the text alone is sufficient to convey the story more impressively, and they need each other to complement and complement each other. Thus, reading the story reading book will feel more complete and concrete if it is done by looking at the pictures and reading the narrative text through letters. The illustration of pictures and writing are two different media, but in a picture book they form a combination together [15]. The pictures will make the verbal writing more visible, concrete, and at the same time enrich the meaning of the text.

## **2. Method**

This research was conducted at SD N Keputran "A" Yogyakarta, from January 8 to July 31, 2019. The type of research used is development research (research and development / R & D), which is the reference is the development research model [16]. Broadly speaking, the development model used in this study is described as follows:

- 1) **Need Analysis** to gather various relevant informations related to the importance of media development.
- 2) **Product Design** to design the media development for picture books using Adobe Illustrator and Adobe Photoshop. The preparation made in making this design is by selecting children's stories in student books to be developed, adjusted to the basic competencies being developed. Next, make a supporting illustration image according to the child's story, and make questions related to children's stories.
- 3) **Design Validity** to find out the shortcomings and feasibility of the resulting media products. This validation was carried out by media experts and material experts. Media experts provide an assessment of aspects of media design, while material experts provide an assessment of aspects of content. The results of the design validation will be taken into consideration for revising the next stage of the design.
- 4) **Design Improvements** to improve the developed media so that it is better than before and ready to be tested.
- 5) **Product Trial** to find out the feasibility of learning media developed for the implementation of learning in schools. This product trial was carried out in a limited manner by taking a sample of 12 grade III A students at SD N Keputran "A" Yogyakarta.
- 6) **Product Revisions** are done to improve media products that have been produced previously.
- 7) **Trial User** tries conducted on students. However, at this stage of the use test is different from the previous trial, this trial was conducted on 25 students of class III B SD N Keputran "A" Yogyakarta.
- 8) **Mass Product Manufacturing**. Products that have been declared effective in several tests, the new product can be applied to any educational institution.

To find out whether the picture book learning media can be used to increase students' reading interest in grade III SD. The test was conducted using an experimental trial design (before-after)



**Figure 1.** Experiment Design (*Before-After*)

Information :

X = learning using picture book learning media to increase reading interest in grade III SD

O<sub>1</sub> = interest in reading before using picture book media

O<sub>2</sub> = interest in reading after using picture book media

The research subjects are divided into 2, namely:

1. The initial trial consisted of 12 students who were taken from class III A SD N Keputran "A" Yogyakarta.
2. The field trial consisted of 25 students of class III B SD N Keputran "A" Yogyakarta.

Collecting data in this study using interviews and questionnaire techniques. Questionnaires were given to material experts, media experts, teachers, and students to obtain data about product quality and media input made. The Reading Interest Questionnaire is used to collect data on students' reading interest before and after participating in learning Indonesian using the pictorial storybook media. The validity of the questionnaire is proven by the validity of the content and validity of the items. The validity of the content was proven through expert judgment, the validity of the items was carried out through item analysis with the help of SPSS. Reliability analysis was performed using Cronbach Alpha.

The data analysis techniques used in this research are qualitative analysis techniques and quantitative analysis techniques. Qualitative data were analyzed and described qualitatively, and quantitative data were analyzed and described by quantitative analysis. Quantitative data on the assessment scores of material experts, media experts, and product attractiveness were analyzed concerning the value conversion table.

To find out the effectiveness of the media developed, the researcher used the paired sample t-test technique, which is to test the differences in students' reading interest before learning using picture book media and after using picture storybooks. The media can be said to be effective if there are significant differences in the results of the t-test analysis.

### 3. Research results and discussion

This research has succeeded in developing Indonesian class III SD learning media in the form of picture storybooks, and has been validated by material experts and media experts, and has been tested on product users.

The first stage carried out is conducting a needs analysis in the field to collect various relevant information about the need to develop Indonesian language learning media. Information gathering was carried out through interviews with the principal and class III SD teachers. Through interview activities, it is known that in Indonesian language learning, especially in KD 3.8 Learning outlining messages in fairy tales that are presented orally, in writing, and visually intending to have fun, there are no learning media used, apart from thematic books. This information is used to determine the next step, namely the preparation of the learning design.

The production stage of the pictorial storybook learning media product in Indonesian class III SD was made from the development of material in KD 3.8 Describing Messages in Tales Presented in Oral, Written, and Visually with the Purpose of Funsourced from the book Thematic Theme 2 Loving Plants and Animals. The production of Indonesian learning media products is made using Adobe Illustrator and Adobe Photoshop. The product description being developed is as follows.

#### 3.1 Product Description

##### 3.1.1 Product Concept

This product is designed to be as attractive as possible and easy to use by students so that it can help students in learning Indonesian, especially reading fairy tales.

##### 3.1.2 Product views

- Book Cover Display

The front cover display of this picture storybook consists of the author's name, the logo of the PGRI Yogyakarta University, the class, and the title of the material to be studied, complete with illustrated images contained in the story content so that it attracts students' attention. The back cover of this pictorial storybook consists of a research program, the logo of the PGRI Yogyakarta University, and is equipped with illustrated images contained in the story's contents.



Figure2. Front Cover of Book



**Figure3.**Back Cover of Book

- Introduction

The introduction contains a preface, a table of contents, instructions for use, and learning objectives. The introductory menu aims to make it easier for students to use picture book learning media.



**Figure 4.** Preface



**Figure5.**Table of content



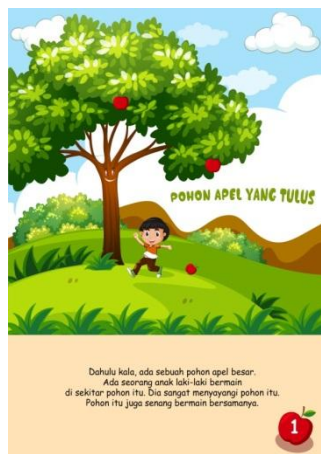
**Figure6.** Manual Instruction



**Figure7.** Learning objectives

- Content of drawing book

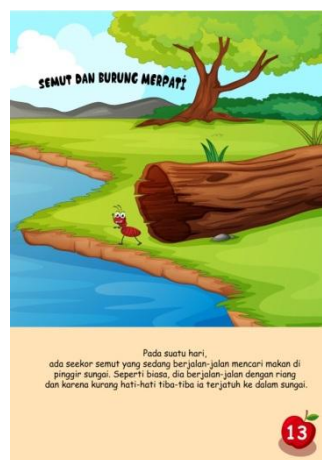
The contents of this picture storybook contain 3 children's stories. In the 3 children's stories are equipped with colorful pictures that will attract students' attention to read.



**Figure8.** Apple Tree Story



**Figure9.** Farmer Story



**Figure 10.**Pigeon and Ants Story

- Evaluation

This picture book is equipped with an evaluation that must be done on the provided sheet after reading the child's story.

**Ayo Coba Selesaikan**

Dari dongeng yang telah kamu baca, yaitu "Petani Apel yang Tulus" tentukan :

**1** Siapa saja tokoh dalam dongeng tersebut?

**2** Bagaimana karakter dari masing-masing tokoh dalam dongeng tersebut?

**3** Apa pesan yang terkandung dalam dongeng tersebut?

**Figure 11.**Evaluation Sheet

- References

Reference is a list or reference source that is used as a source in making pictorial storybook learning media.





**Figure 12.** References

### 3.2 The Feasibility of the Picture Book Learning Media

Based on the results of the validation from the learning media material expert Picture Story Book for Increasing Reading Interest got a score of 60 from a maximum score of 75. Obtained a value of 60 is in the interval 46-60 which means it has good criteria with a value of B. The results of the validation from the media expert get a score of 72 from the maximum score is 90. Obtained a value of 72 is in the interval 55 - 72 which means it has good criteria with a value of B.

Based on the results of the material experts and media experts, it can be concluded that the pictorial storybook learning media products developed in Indonesian class III elementary school subjects have been deemed suitable for use as learning media.

### 3.3 Product Trial

The limited trial was held on July 19, 2019. The limited trial was conducted to determine the feasibility of the product from student responses and teacher responses.

The results of the student response questionnaire in the limited trial of 12 randomly selected students from class III A SD N Keputran "A" Yogyakarta The trial was conducted in class III A SD N Keputran "A" Yogyakarta. The questionnaire contains statements with a choice of "yes" or "no", namely using the Guttman scale [8]. From the responses of 12 students, a score of 214 was obtained from a maximum score of 216. The percentage value obtained was 99.07% which was located at an interval of 85% - 100% which means that it has very good criteria and is at an A.

During the limited trial, a questionnaire was also given to the teacher. The teacher response questionnaire was given to Mr. Supriyadi, S.Pd. Class III teacher A. Questionnaire for teacher responses using Guttman scale scoring guidelines with a choice of "yes" or "no". The results of the teacher's response obtained a score of 18, including in the 81-100 interval so that the media produced has very good criteria and has an A.

The results of student responses are almost the same as the results of student responses to Emi Wulandari's study at the PGMI SunanKalijaga State Islamic University in 2017 with the research title Development of Picture Story Books as a Learning Resource in Thematic Learning for SD / MI Students. The results of student responses in [9] were 100% in the very good category.

Based on the results of student responses and teacher responses to limited trials, it can be concluded that the pictorial storybook learning media products developed in Indonesian class III SD subjects have been assessed as feasible for use in test usage.

### 3.4 The Effectiveness of Learning Media

The reading interest questionnaire was used to determine the effectiveness of the pictorial storybook learning media being developed [10]. At this stage, students are asked to fill out a reading interest questionnaire before using picture storybooks to determine the level of reading interest before learning using the developed picture storybook learning media. After students are given the subject matter using the developed picture storybook learning media, students are asked to fill out the reading interest



questionnaire again to find out the students' reading interest after using the picture storybook media[11].

**Table 1.** Reading Interest Questionnaire Results

No	Name	Before Using Picture Book Media	After Using Picture Book Media
1	ABR	7	9
2	ANT	10	11
3	EAFV	11	12
4	FZA	7	10
5	FKAS	8	11
6	FF	12	14
7	GKF	11	13
8	KLD	9	12
9	LJP	8	10
10	MAC	10	13
11	KNAU	10	13
12	NGSP	9	12
13	NCHP	8	10
14	NANP	9	14
15	NKD	8	12
16	NPP	6	12
17	NDDN	11	14
18	NRS	9	11
19	QRPF	8	10
20	RFDS	11	14
21	RR	10	12
22	RRS	9	12
23	SNF	10	15
24	TVAW	8	15
25	ZDE	9	14
Total		228	305
Mean		9,12	12,2

Based on the results of the reading interest questionnaire before and after using the pictorial storybook media above, it can be seen that the average score before using the media is 9.12 and the average score after using the picture book media is 12.2. The following is a summary of the results of the t-test examining the differences in students' reading interest before and after using the developed pictorial storybook media.

**Table2.** Results of Paired Samples Test Students' Reading Interest

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X1- X2	-3,08000	1,49778	,29956	-3,69825	-2,46175	-10,282	24	,000

From the table of the results of the analysis using the SPSS 21 Paired Samples Test, the index  $t = 10,282$  at sig 0,000 was obtained. So it can be concluded that learning using picture book learning media developed is effectively used to increase reading interest in Indonesian subjects. In other words, the picture book learning media developed in Indonesian class III elementary school subjects are effective in increasing students' reading interest.

### 3.5 The Attraction of Learning Media

After participating in teaching and learning activities using picture book learning media developed in Indonesian class III elementary school subjects, students were asked to fill out a questionnaire to measure whether the media was interesting to use as a learning medium.

Results of 25 Student Responses in the Usage Trial obtained a score of 390 from a maximum score of 450. The following is the calculation of the assessment guidelines for 25 students: The percentage value obtained is 86.67% which is at the 85% - 100% interval which means that point a. The teacher response questionnaire was given to Mr. Agung Tri Susilo Raharjo, S.Pd. SD teacher class III B. Questionnaire for teacher responses using the Guttman scale scoring guidelines. The results of the teacher's response to the use trial obtained a score of 18 with a percentage of 100%. Based on the total score, it is included in the 81-100 interval so that the media produced has very attractive criteria and has an A.

The results of the response of the class III B teacher at SD N Keputran "A" Yogyakarta, the picture book learning media developed in the Indonesian class III SD subject got a maximum score of 18 with a percentage of 100% at 85% -100% intervals so that the media produced had the following criteria. very attractive and has value A.

The results of student responses to research [9] were 94.37% in the very good category. Based on the results of student responses and teacher responses in the trial use, it can be concluded that the picture book learning media products developed in Indonesian class III SD have been considered very attractive to be used as learning media.

## 4. Conclusion

This research has produced learning media for picture storybooks in Indonesian with the steps (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) Product testing, (7) Product revision, (8) Usage trial, (9) Product revision,

The quality of picture book learning media in Indonesian class III subjects is based on the acquisition of scores from media experts, namely 72 has good criteria (B), and based on the acquisition of scores from material experts, namely 60 has good criteria (B). Also, based on the student's response to the media use test, the criteria were very good (A) with a percentage of 86.67%, and based on the response of teacher III in the media use test, it was included in the very good criteria (A) with a total score of 18 with a percentage of 100%. Based on the assessment of material experts and learning media experts, it can be concluded that the quality of the picture storybooks developed is very suitable for use as a medium for learning Indonesian for grade III SD to increase reading interest.

The effectiveness of picture storybook learning media in Indonesian class III SD subjects is based on the difference in the average value of the students' reading interest questionnaire results before learning using the pictorial storybook media, namely 9.12 and after using picture storybooks, namely 12.2, there is an increase. or differences in reading interest before and after using picture book learning media. Besides, based on the results of the Paired Samples Test inferential statistical test obtained  $t = 10.282$  at a significance of 0.00. From the results of the analysis, it is concluded that the picture book that has been developed is effectively used as a medium for learning Indonesian in grade III SD to increase reading interest.

The attractiveness of picture book learning media in Indonesian class III SD subjects is based on the results of the teacher's response questionnaire and student responses. The results of the teacher's response obtained a percentage of 100% with very interesting criteria. Based on the student response questionnaire, the percentage was 86.67% with very attractive criteria.

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