



The New Way Improve Learners' Speaking Skills: Picture and Picture Learning Media Based on Articulate Storyline

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ABSTRAK

Keberhasilan dalam proses pembelajaran di sekolah dasar dapat dilihat dari aktifnya peserta didik dalam menyalurkan gagasan serta perasaannya melalui kemampuan berbicara yang baik. Rendahnya kemampuan berbicara peserta didik di sekolah dasar berdampak buruk pada kualitas pembelajaran, karenanya perlu sebuah media pembelajaran guna meningkatkan keterampilan berbicara pada diri peserta didik yaitu menggunakan media pembelajaran picture and picture interaktif berbasis articulate storyline. Penelitian ini bertujuan untuk menciptakan media pembelajaran yang dapat meningkatkan keterampilan berbicara peserta didik sekolah dasar. Penelitian ini merupakan penelitian dan pengembangan (RnD) dengan model ADDIE yang terdiri dari lima tahap yaitu analisis, perancangan, pengembangan, implementasi, dan evaluasi. Subjek penelitian ini adalah guru dan siswa kelas 3 SD. Teknik pengumpulan data dilakukan dengan teknik dokumentasi, wawancara, dan angket. Teknik analisis data yang digunakan adalah teknik analisis deskriptif kualitatif dan analisis kuantitatif. Hasil dari penelitian diperoleh media pembelajaran yang valid, praktis, dan efektif dengan tingkat validitas sangat valid yaitu 92% dan 90,90% untuk materi dan media, tingkat praktikalitas peserta didik dan guru 82,5%;85% dan 82,5%;90% dengan kategori sangat praktis dan memiliki efektifitas yang dapat dilihat dari Z hitung sebesar -3,411 dengan Asymp.Sig 0,001 dari 12 dan 15 peserta didik dari kelompok terbatas dan kelompok luas yang mengikuti tes serta memiliki rata-rata pretest 68,4 dan memperoleh nilai rata-rata posttest 83,4. Dengan demikian media ini mampu meningkatkan keterampilan berbicara anak sekolah dasar.

ABSTRACT

Success in the learning process in elementary schools can be seen from the active participation of students in conveying their ideas and feelings through good speaking skills. The low speaking ability of students in elementary schools hurts the quality of learning. Therefore, learning media is needed to improve students' speaking skills, using interactive picture and picture learning media based on storyline articulation. This study aims to create learning media that can improve the speaking skills of elementary school students. This research is a research and development (RnD) with the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The subjects of this study were teachers and students of grade 3 elementary school. Data collection techniques were carried out using documentation, interviews, and questionnaires. The data analysis technique used is descriptive qualitative analysis technique and quantitative analysis. The results of the study obtained valid, practical. Effective learning media with an excellent validity level, namely 92% and 90.90% for materials and media, the practicality level of students and teachers was 82.5%; 85% and 82.5%; 90% with a convenient category and has an effect that can be seen from the Z count of -3.411 with Asymp. Sig 0.001 of 12 and 15 students from the limited group and the broad group who took the test and had a pretest average of 68.4 and got a post-test average of 83.4. Thus, this media can improve the speaking skills of elementary school children.

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1. INTRODUCTION

In the 21st century, literacy is not only to measure the ability to read, write, count, and listen. However, also an understanding of the application of concepts in the real world that can be applied with the ability to convey ideas and feelings made by students, both as individuals and members of the community. This is inseparable from the ability to speak that must be possessed, namely communication that starts from speaking (Gauvain, 2018; OECD., 2015). These skills are recognized as essential skills that students must acquire while seeking knowledge (Khairul Rahmat et al., 2021; Kristiyowati & Purwanto, 2019; Rohman & Rusilowati, 2017). Speaking skills are one of the essential aspects of effective communication (Ismaili & Bajrami, 2016; Rafmana et al., 2018). Speaking skills are essential because everyone constantly exchanges ideas, information, and related things about their lives. These competencies are understood as communicative skills. With optimal speaking

skills, students understand expressing their thoughts and feel the benefits of learning so that learning becomes more meaningful (Asnita & Khair, 2020; Khairoes & Taufina, 2019). The importance of speaking skills has not been matched by the level of speaking ability of the third-grade students of SD State API-API. The results of the observations showed that students had difficulty speaking when asked to retell the story that had been explained by the teacher. Students feel embarrassed and find it difficult to string words together to form a coherent sentence. Students in lower grades tend to be nervous, stiff, stammer, and not fluent when speaking meaningful (Asnita & Khair, 2020; Hidayati, 2018). The teacher's teaching method is still dominated by lectures and less interactive, so students are not used to giving opinions. Therefore, students are always encouraged to try to improve their speaking skills. The practice of improving students' speaking skills can be achieved by using relevant learning media (Hidayati, 2018; Ismaili & Bajrami, 2016; Nurmala et al., 2021). The use of media by the material being taught gradually encourages students' interest in learning so that they actively express their thoughts in learning.

Currently, the Covid 19 pandemic impacts all levels of education, including elementary schools (Bozkurt et al., 2020; Dewi, 2020). Learning activities are not carried out face-to-face in the classroom but are conducted virtually and via the internet remotely. For the learning to run smoothly and the objectives to be achieved properly, the teacher as an educator as a facilitator must be able to create innovative media which in its application can make students enthusiastic about learning even at a distance (Saputro & Lumbantoruan, 2020). In addition to making it easier for teachers to convey learning, learning media aims to stimulate some skills in students (Djonaidi et al., 2021; Pratama, 2018; Utama & Mashfuhah, 2016). Considering that learning is no longer done face-to-face, the use of technology-based learning media is essential. Therefore, a good learning media is a learning media that is interesting to look at, easy to make, and makes students active in learning.

However, in reality, based on observations and interviews at SD Negeri 01 Api-API in grade 3, it was found that distance learning had not been going well. Learning that should utilize technology-based media to achieve learning objectives has not run smoothly. This can be seen when the learning process is still dominated by the lecture method and assignments sent by the teacher via Whatapps without engaging learning media opinions (Asmara, 2020; Budianto & Yudhi, 2021). Thus, students have not been faced with reciprocal-oriented learning in developing students' interest in critical thinking and communicating learning concepts, so that students lack the desire to express opinions in learning which results in low speaking skills for students opinions (Namaziandost & Nasri, 2019; Saptanto et al., 2021). The same problem was also found in previous research, namely learning, dominated by the lecture method and assignments, making it difficult for students to speak and lack the courage to express their opinions (Asnita & Khair, 2020; Hidayati, 2018). Distance learning without using interactive media makes students bored (Ayu Ketut Sinta et al., 2021; Wijjayanti et al., 2018). Updates need to be implemented to overcome this, indirectly improving students' speaking skills.

The solution to overcome these problems is to develop learning media based on the articulate storyline application. Articulate storyline learning media has been proven to increase student engagement and affect students' cognitive abilities (Kartiani & Anam, 2019; Setyaningsih, 2017; Sindu et al., 2020). The articulate storyline-based learning media is effectively used in terms of media validation and the responses of class IV students on biodiversity and plant material (Nugroho & Iqbal Arrosyad, 2020). The articulate storyline-based learning media is valid for class IV students and can increase learning motivation in integrated thematic learning. The development of articulate storyline-based learning media increases the interest of elementary school students in learning good and practical science (Sinta et al., 2021; Hadza et al., 2020). Articulate storyline-based learning media is valid and practical for vocational students and has been proven to influence learning independence in negotiating text material (Artika, W., Ratih & Ningtias, 2021). The influence of the use of articulate storyline-based learning media has been shown to positively influence learning recitation with the easy method (Ummah et al., 2021). The articulate storyline-based learning media was declared feasible based on several previous studies. The novelty is developing interactive picture and picture media based on articulate storylines and adding quizzes containing questions to the developed media. Therefore, the development of interactive picture and picture media based on articulate storylines in Indonesian lessons of fairy tale text material improves the speaking skills of class III students. The purpose of this research is to create an interactive picture and picture media development based on articulate storyline lessons in Indonesian fairy tale text material for class III, which can improve the speaking skills of elementary school students and develop interactive picture and picture media based on articulate storylines with Indonesian language quizzes with text material. Class III fairy tales that can improve the speaking skills of elementary school students that are proven valid, practical, and effective. Based on this, an interactive picture and picture media which is based on the articulate storyline in Indonesian lessons of fairy tale text material for class III were developed which can improve the speaking skills of elementary school students, and it is hoped that this media will be effective in helping teachers and students in learning activities.

2. METHOD

This research is categorized into the type of development research (Rnd). This study develops interactive picture and picture media based on articulate storylines using the ADDIE development model (Analyze, Design, Development, Implementation, Evaluation). The ADDIE model was developed by Dick and Carry (Harjanta & Herlambang, 2018). The analysis stage begins with a needs analysis carried out through observation, interviews, questionnaires, and documentation with teachers and students to know the reality on the ground related to problems in learning to identify the causes of these problem gaps. So, the problems found will be the basis for developing and designing the media design for the articulate storyline application. The design stage is carried out by adjusting the media to the essential competencies and learning objectives to be achieved, designing the display, and determining the display design used on the media. Furthermore, the development stage is carried out after the media is designed. The media is developed and validated by experts in their fields, namely media experts and material experts. After developing interactive picture and picture media based on articulate storylines in Indonesian lessons for class III fairy tale text materials, the next step is to test the media developed to make the final product. Then proceed with the implementation stage by distributing practicality questionnaires to teachers and students and test questions from limited classes and large classes to test effectiveness. The last stage is the evaluation stage, where this stage is the final stage by looking at the responses of teachers and students whether the interactive picture and picture media based on this articulate storyline can be used in the broader school coverage, which is then validated again by experts to achieve perfection.

The subjects in this study were interactive picture and picture media based on articulate storylines whose validity was tested by two media experts and material experts and practitioner responses from teachers and students by giving pretest and posttest questions to students. This research was conducted on 27 students, namely 12 from SDN 1 Api-API and 15 from SDN 1 Sijambe. Data collection techniques are divided qualitatively with documentation, interviews, and questionnaires to teachers and students. Questionnaire sheets are also given to media experts and material experts to test the feasibility of the media. Quantitatively it involves numbers which are then analyzed using statistical rules (Sugiyono, 2017). Data collection instruments in the form of tests in the form of questions and non-tests in the form of questionnaires using a Likert scale of 1-5 with very poor to excellent criteria. The instrument grid for material expert validation, media expert validation, teacher respondents, and students can be seen in Table 1, Table 2, Table 3, Table 4.

Table 1. Material Expert Validation Instrument Grid

Aspects	Indicators	Item Number
Material	1) Conformity with KD, and learning objectives	1, 2
	2) Suitability of images and illustrations with material	9, 10
Language	3) Conformity with EYD, truth, easy to understand	3, 4, 5, 6
Communicative	4) Conformity to understand the story, triggering a sense.	7, 8

Table 2. Media Expert Validation Instrument Grid

Aspects	Indicators	Item Number
Design	1) Design suitability with material, appearance	1, 2
	2) Size suitability, sentence layout	5, 6, 7, 8
Picture	3) Image accuracy	3, 4
Ease of use	4) Practical, easy to use	9, 10

Table 3. Blueprint of Teacher's Respondent Instrument

Aspects	Indicators	Item Number
Uses	1) Attract interest, increase attention	1, 2, 3, 4, 5
	2) Motivating, easy to understand	6, 7, 8, 9, 10
Ease	3) Easy to use, easy to understand	11, 12, 13, 14, 15
Ministry	4) Images according to learners	16, 17, 18, 19, 20

Table 4. Learner Respondent Instrument Grid

Aspek	Indicators	Item Number
Uses	1) Attract interest, increase attention	1, 2, 3, 4, 5
	2) Motivating, easy to understand	6, 7, 8, 9, 10
Ease	3) Easy to use, easy to understand	11, 12, 13, 14, 15
Ministry	4) Images according to learners	16, 17, 18, 19, 20

The level of validity is valid, namely 92% and 90.90% for materials and media, the level of practicality of students and teachers is 82.5%; 85% and 82.5%; 90% with a convenient category and has an effect that can be seen from Z count of -3.411 with Asymp. Sig 0.001 of 12 and 15 students from the limited group and the comprehensive group who took the test had a pretest average of 68.4 and obtained an average posttest score of 83.4. The data analysis technique used is descriptive qualitative analysis technique and quantitative analysis. Qualitative descriptive analysis analyzes data from input and suggestions from validators in developing interactive picture and picture media based on articulate storylines. While quantitatively, by analyzing the calculation of validity using Aiken and testing the effectiveness using Wilcoxon nonparametric statistical tests.

3. RESULT AND DISCUSSION

Result

This research was conducted at SDN 1 Sijambe. This research produces interactive picture and picture media based on articulate storylines to improve students' speaking skills in elementary schools. The results of this study were obtained from several stages, namely analysis, design, development, implementation, and evaluation. The analysis stage was carried out by observation, questionnaires, documentation, interviews with teachers, namely the lack of media used by teachers in learning Indonesian; students only studied with teaching discussions in textbooks, worksheets, and student worksheets. The learning media implemented by the teacher is still conventional. This is because they have not utilized the facilities and infrastructure provided by the school. For this reason, it is necessary to develop interactive picture and picture media based on articulate storylines to improve speaking skills for third-grade elementary school students. The design stage is carried out by designing and making interactive picture and picture media instruments based on the articulate storyline that will be developed.

The topics chosen were class 3 theme two sub-theme 2 learning 1. In designing the media, starting from the determination of lesson plans and syllabus, there were KI and KD, which contained material in fairy tales. The basic competencies (KD) are deciphering messages in fairy tales that are presented orally, in writing, and visually to have fun. The indicators set consist of reading fairy tales with pronunciation, intonation, and expression, and identifying information on the content of the fairy tales heard. The development stage is carried out by developing media that have been previously discussed with the supervisor. Interactive picture and picture media based on articulate storyline consists of 4 scenes. The four scenes include the principal, guide, KD, Indicators, and the menu shown in Figure 1. After interactive picture and picture media based on articulate storylines to improve speaking skills for third-grade elementary school students are developed, the next stage is to conduct trials. Media to determine the validity of the media in the study. The validation results obtained 92% of the highest score of 100% for material validation with very decent qualifications, 90.90% for media validation from a maximum score of 100% with very decent qualifications, the average response of practitioners from limited group students and broad groups namely 82.5% and 85% with practical and efficient qualifications, the average response of practitioners from teachers was 82.5% and 90% with practical and convenient categories.

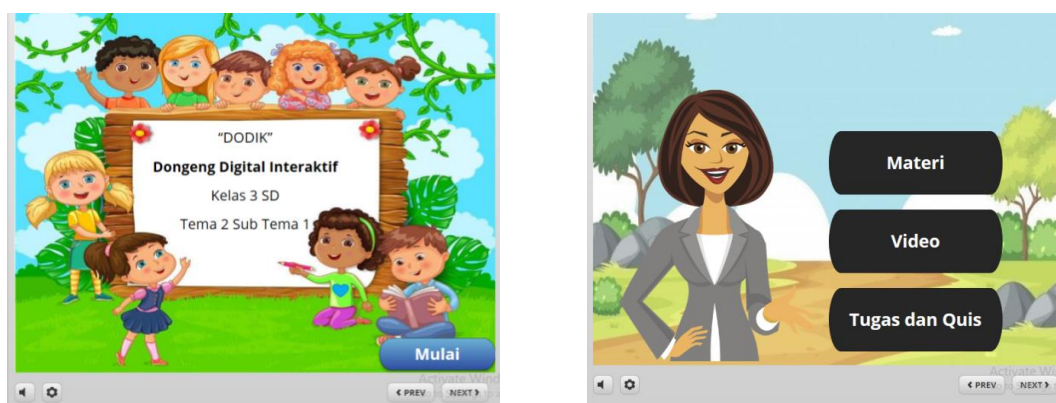


Figure 1. Interactive picture and picture learning media display

Media experts have validated this development research; competency assessment covers the feasibility of presentation, appearance, construction, design, and usability aspects. Meanwhile, material expert validation also has assessment competencies, including material suitability, language suitability, student curiosity, communicativeness, and material accuracy. After testing the media, the evaluation process was carried out by testing the effectiveness of the media on interactive images and interactive media images based on the

application of the story articulation storyline by conducting a pretest and posttest with illustrated questions. Statistical tests were carried out using the Wilcoxon Signed Rank Test. This evaluation process aims to determine whether the interactive picture and picture learning media based on the articulation storyline that has been developed is compelling and can be used as a medium for learning Indonesian. The pretest and posttest results are presented in Tables 5 and 6.

Table 5. Frequency Distribution Pre-Test Speaking Skills

Interval	Frekuensi	Middle Value	$f1x1$	Presentase
	$f1$	$x1$		%
60-64	3	62	186	20
65-69	7	67	469	46,7
70-74	3	72	216	20
75-79	2	77	154	13,3
Σ	15	278	1.025	100

As in table 8, it is known that the measurements at the pretest stage most of the students scored at the interval of 65-69 with an average of 68.4. The highest score was obtained at 76 and the lowest was at 60. After testing the media, the evaluation process showed a difference in the mean from 68.4 to 83.4 as we can see in Table 9. The highest score in the posttest was 88 and the lowest score was 79. This result is better than before using the media.

Table 6. Frequency Distribution Post-Test Speaking Skills

Interval	Frekuensi	Middle Value	$f1x1$	Presentase
	$f1$	$x1$		%
79-83	8	80	640	53,3
84-88	7	83	581	46,7
Σ	15	163	1.221	100

Then the pre-test and post-test data are analyzed and tested using a ranking test analysis marked Wilcoxon. The results are presented in Table 7.

Table 7. Results of pre-test and post-test data analysis

		Ranks		
		N	Mean Rank	Sum of Ranks
Post Test - Pre-Test	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	15 ^b	8.00	120.00
	Ties	0 ^c		
	Total	15		

Discussion

This development research produces interactive images and pictures based on articulation storylines to improve the speaking skills of third-grade elementary school students. Media development aims to help participants develop their creativity in speaking so that learning is more meaningful. Media development is based on the findings of needs analysis with the characteristics of elementary school-age students that must be real by involving visual, auditory, and kinesthetic (Sinta et al., 2021; Darnawati et al., 2019; Fatmawati et al., 2020). Media images and interactive images are used as the basis for the storyline of the articulation in this media (Ahlquist, 2019; Kocher, 2020; Siregar et al., 2021; Syafii, 2021). The expected response is to increase the speaking skills of third-grade elementary school students through an increasing interest in learning by stimulating images, animations, videos, and texts (Aravind & Rajasekaran, 2021; Chou, 2018; Guan et al., 2018).

The prototype media that were assessed by experts showed that the development of interactive picture and picture media based on articulation storylines to improve the speaking skills of third-grade elementary school students was declared valid and feasible to use. This can be seen from the assessment of several aspects in terms of material, media, and teacher and student responses. Media interactive images and pictures based on the articulation storyline are valid and feasible from the material aspect, including material, language, and communicative aspects (Fauyan, 2019; N. E. Sari & Suryana, 2019). Material aspects in the form of media which according to essential competencies and learning indicators lead to learning objectives, aspects of

language media that have been adapted to improve spelling and language that are easily understood by third-grade elementary school students, and communicative aspects stimulate students to understand the storyline of fairy tales (Febriyanti & Mustadi, 2020; Moslehpour et al., 2018; Siregar et al., 2021). The application of interactive pictures and pictures based on the articulation storyline shows that the implementation of the development of interactive learning media based on the articulation storyline is a valid and practical medium for students from obtaining validation scores from media experts, material experts, design experts, and design experts.

The application of the product in individual and small group trials found that storyline-based interactive learning was valid and could increase students' interest in elementary school. Like previous researchers, the validation results of material experts and media experts were 88% and 78%, respectively (A. C. Sari et al., 2019). In addition, media assessment aspects include design, images, and ease of use. The media design aspect is seen from the size that students can see, both from the font size and media size, the media image aspect adjusts the image to the material, both moving animation and still images, as well as aspects of use, media that is easy to use by both teachers (Buckingham, 2019). Based on the results of the media validation test based on an articulate, practical, and appropriate storyline to be used to stimulate students' interest in learning (Annisa & Simbolon, 2018; Artika, W., Ratih & Ningtias, 2021; Salwani & Ariani, 2021).

At the product trial stage, students who actively use interactive picture and picture learning media based on articulation storylines experience increased motivation. They convey that the media is easy to use, easy to understand, and the images match their characteristics (Karlsen et al., 2019; Krepelkova et al., 2019; Nurdin et al., 2020; Sukmarini et al., 2021). Interactive picture and picture learning media based on articulate storylines help teachers and provide efficient responses when used (Artika, W., Ratih & Ningtias, 2021; Nissa et al., 2021). Interactive picture and picture learning media based on articulate storylines are suitable for use in the learning process. The aspects of usability, interest, and ease of use were assessed from students' responses with suitable qualifications. Interactive picture and picture learning media based on articulate storylines are practically used by students seen from the acquisition of student ratings (Mishra et al., 2020; Putri et al., 2018). Judging from the effectiveness of interactive picture and picture learning media based on articulate storylines providing an increase in skills speaking of participants seen from the results of the pretest and posttest. In addition, interactive pictures and pictures based on articulate storylines influence improving student learning outcomes (Yumini & Rakhmawati, 2015).

The results of the practicality test data from teacher and student responses result obtained the good one. Furthermore, the results obtained increased from the results of the effectiveness test through the pretest and posttest were given to students. Therefore, interactive picture and picture learning media based on articulate storylines to improve the speaking skills of third-grade elementary school students are feasible and valid to be used in the learning process. The use of interactive picture and picture learning media based on articulate storylines to improve the speaking skills of third-grade elementary school students influences interest in learning to be more active in expressing their thoughts and, of course, leading to better learning outcomes (Hanim et al., 2020; Li, 2019; S. A. P. Sari & Afandi, 2021). Recommendations that can be considered are the benefits derived from the interactive picture and picture learning media based on articulate storylines in the learning process of which can be made yourself because the application of the articulate storyline is easy to understand (Fatikhah & Anggaryani, 2022; Gardner et al., 2020; Sindu et al., 2020). Various files can be included in photos, videos, animations, or audio. Images and sounds can be made in the application and teachers can upload questions in quizzes. Using media can help teachers for collecting information according to the ability of students. Flexibility in the use of media that can be used at any time supports independent learning for active and creative students during the learning process.

4. CONCLUSION

Interactive picture and picture learning media based on articulate storylines to improve the speaking skills of third-grade elementary school students are included in the valid category and are very good to use. This can be seen from the validation results from the media and design aspects, the responses of students and teachers practitioners, and the better pretest and posttest results after being given treatment. Utilizing interactive picture and picture learning media based on articulate storylines can increase the interest of students in learning; besides, the recommendations from the research results are interactive picture and picture learning media based on articulate storylines to improve the speaking skills of third-grade elementary school students and developed to have an impact on improving student learning outcomes.

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