

Developing a Printable Picture Book Based on Local Heritage to Teach Descriptive Text Writing for the 10th Grade

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Abstract

This study was intended to develop a printable picture book based on local heritage to teach descriptive text writing. This study aims at finding out students' needs in learning English descriptive text, process of developing a printable picture book based on local heritage, and quality of a printable picture book based on local heritage. Borg and Gall's RnD method (1983) was adopted in this study. Three instruments were used in this research. The open-ended questionnaire and the semi-structured interview were employed to collect data of students' needs in learning English descriptive text writing, both instruments were analyzed qualitatively based on Miles and Huberman's (2014) theory. The experts' validation sheet were used to collect data of developing process and quality of the product. The instrument were analyzed quantitatively by using descriptive statistics adopted from Johnson & Christensen (2014). Data analysis revealed that first, the students needed printable picture book based on local heritage as a learning media with an interesting content in learning descriptive text writing. Second, the five processes of the developing product; Research and Information Collection, Planning, Developing Preliminary Form of Product, Main Product Revision, and Operational Product Revision were passed successfully. Third, the printable picture book based on local heritage is qualified to be used. To be concluded, the product is potential enough to use as a teaching media for teaching descriptive text writing for a large scale of schools.

Keywords: *English Learning Media; Printable Picture Book; Descriptive Text Writing.*

INTRODUCTION

Teaching aids are essentially important in the teaching and learning process because it can be used as facilitators or tutors for teachers and students. Sudhakar (2017) states that teaching aids are an integral component in every class that can help activities in the teaching and learning process. The presence of teaching aids also very important and necessary for making students interested in learning especially in writing. Using teaching aids in the classroom is one of a good way to improve students' writing skill. An interesting presentation will give motivation to the students. According to Singh, Mei, Abdullah, Othman, and Mostafa (2017: 75) states that the teaching aid is one way to improve students' writing skills that can be used in teaching and learning and can motivate students to learn. Moreover, there are several kinds of teaching aids, one of them is picture. Using pictures are the most effective way as a teaching aid in teaching English descriptive text writing. The pictures crucially important medium for English language learners and teachers, not only because the picture is an interesting media for the students and teachers, but also they will encourage students to study the English subject in the class.

Moreover, in the context of language learning, writing is a very important skill in teaching and learning process. Chappel in Klimova (2012: 9) states that writing is very important for students to learn because it brings a lot of advantages. Through writing, students can convey and explore their ideas in a form of written. It also can make students express their personalities. The effective way to foster their communicative can be supported by writing also. Other than that the students can develop their thinking skills because writing also requires the ability to arrange sentences in the form of grammar and selection of appropriate vocabulary.

Based on the preliminary study at SMAN 14 of Tangerang, there were some problems encountered by students in learning descriptive text writing. The students were confused to make their own paragraph even English sentences. They felt difficulty and got confused in constructing sentences. In addition, the limitation of teaching aids provided by the school also becomes a problem.

THEORITICAL FRAMEWORK

Pictures can help the teaching and learning process and even explain language construction. Harmer (2001: 134) explains that picture is one of the varieties of teaching aids that are used to explain language meaning construction, engage students in a topic, or as the basis of a whole activity. The picture is believed to be able to help teachers and students in the teaching and learning process of language in the classroom. Through pictures, students can communicate indirectly with these images. The picture book is a visual medium that can help students understand objects easily. The picture book is also one of the varieties of

teaching aids that can be used by teachers to explain the construction of meaning in languages which involve students in a topic, or as a basis for all activities. a picture book is a book full of an image and illustration. According to Nespeca and Reeve (2003: 2), A picture book is a text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historical document; and foremost an experience for a child. As an art form, it relies on the interdependence of images and words, on the simultaneous display of two facing pages, and on the drama of turning pages. Writing is an important thing that students must learn. Through writing, students can practice word structure and communicate. Raimes (1983) stated that writing strengthens the grammatical structures, idioms, and vocabulary which students may have learned and allowed students to choose what they want to say, and how to do with it. Additionally, learning writing skills helps students to learn how a language is used and how their ideas can effectively communicate with it. Writing skills are therefore learned in schools since they are important skills. Teaching writing is not only intended to allow students to master the act of transmitting messages in writing but also to test their knowledge of theories.

RESEARCH METHODOLOGY

Research Design

This study was interested in developing a printable picture book based on local heritage to teach descriptive text writing. Therefore, the Research and Development (R & D) design was used in this research. R & D was the process consisted of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it used eventually, and revising it to correct the deficiencies found in the field testing stage (Borg, 1983: 772). Based on the background of the study and purpose of this research stated above, the method used by the researcher was R & D. The researcher had the purpose to design and produce a decedent and reliable a printable picture book to teach descriptive text writing material.

Research Procedures

The researcher took 5 major steps and modified the procedures, as follows: Research and information collection, Planning, Developing preliminary form of product, Main product revision, Operational product revision

Research Setting and Subject

The research was produced a printable picture book based on local heritage to teach descriptive text writing. The subject of the

research was conducted in 10th grade of SMAN 14 Tangerang in one class which was consisted of 36 students.

Data Collection Technique

Based on the formulation of problems, there were three separate data collection techniques. The first data collected through the semi-structured interview with the English teacher. The teacher was interviewed by the researcher about media or the students' needs in teaching descriptive text writing. The second data collection technique was students' open-ended questionnaire. The students' open-ended questionnaire was distributed by the researcher through google form. The third data collection technique that was used by the researcher is the experts' validation sheet. There were three kinds of the experts' validation sheet.

Research Instrument

The research instrument that used by the researcher were semi-structured interview, students' open-ended questionnaire, and experts' validation sheet.

Data Analysis

There were two types of data analysis process, qualitative and quantitative. The first data analysis were semi-structured interview and students' open ended questionnaire, both of data were analyzed by qualitative method based on Miles and Huberman's theory. According to Miles and Huberman (2014: 12) "we see analysis as three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. The second data analysis is experts' validation sheet. Experts' validation sheet was analyzed quantitatively by using descriptive statistics which was adopted from Johnson & Christensen (2014).

In the data condensation process of the semi structure interview were transcribed into textual form. Then, the data were selected by analyzing based on focusing of theme by underlining the result of the data. Meanwhile, the data of students' open-ended questionnaire was analyzed by selecting and reading all of the result from questionnaire. Then the researcher collected the result of students' open-ended questionnaire by underlining the data itself. So, it was make the researcher easy to differentiate each categorizes of the result. Then, the data of student open-ended questionnaire were displayed by using bar chart. The last step was drawing conclusion. All the data and interpretations from both students' open-ended questionnaire and teacher's semi structure interview were combined in order to determine whether the data of semi structure interview and students' open-ended questionnaire in order to

find out the similarities finding. Then, the findings of both students' open-ended questionnaire were integrated into coherent conclusion qualitatively. Furthermore, experts' validation sheet in the second data. Experts' validation sheet was analyzed statistically.

RESEARCH FINDINGS AND DISCUSSIONS

Students' Needs in Learning English Descriptive Text

The data analysis of the first research question revealed from the students' open-ended questionnaire and the semi structured interview. The results showed that students' open-ended questionnaire and semi structure interview were relevant. The students needed learning media based on printable picture book in learning descriptive text writing based on local heritage. Furthermore, the problems and the students' needs revealed from semi structure interview. The teacher answered that the students did not have problems as long as the media was a picture. However, when the teacher used the textbook as the media, there were some problems that appeared. The students were not interested in learning descriptive text writing. The teacher claimed that the students were bored on the explanation of the material that provided in the textbook. The teacher also stated that learning media based on picture brings the positive effects for teaching and learning process.

Students' Needs Gained from Semi Structure Interview

The data analysis of semi-structured interview showed that the students needed an interesting learning media based on pictures. Pictures as a media were strongly supported in descriptive text learning. Furthermore, it was needed to help students in learning descriptive text writing activity. The students were more understanding about descriptive text material by using interesting media such as a picture book. Besides, it was needed as a part of teaching aids for EFL learners.

Students' Needs Gained from the Students' Open-Ended Questionnaire

In short, the result of students' open-ended questionnaire showed that the tenth grade of SMAN 14 Tangerang needed the picture as learning media. Most of students stated that media which usually and commonly used by the teacher was not enough, because the teacher only used an old picture repeatedly and sometimes using a picture that provided in the textbook without something new. Therefore, the students needed the interesting media such as picture in the learning descriptive text writing activity. Furthermore, the tenth grade of SMAN 14 Tangerang wanted the picture as the learning media.

Developing Process of Printable Picture Book

The findings of second research question showed that the printable picture book was successfully developed through R & D cycles. The 5 steps in R & D of Borg & Gall have been carried in developing printable picture book. The steps of developing printable picture book started from the research and information collecting stage, planning, developing preliminary form of printable picture book, main product revision, and operational product revision, the process of each step has presented as followed:

Research and information collection

Research and information collection was the first stage of the process of developing preliminary form of the printable picture book. In this stage, the researcher gave did interview with the English teacher and gave the open-ended questionnaire to students. Thus, the results of the students' open-ended questionnaire and semi-structured interview had been revealed previously in the findings and discussion of the first question above.

Planning

The most important aspect of planning stage is the statement of specific objectives to be achieved by the product. According to Borg and Gall (1983: 779), "The planning stage includes defining skills, stating objectives, and determining course sequence. Thus, the learning material in this printable picture book was planned through two steps, as follows:

a. *Selecting Appropriate Material*

The types of materials which have been categorized and related to the syllabus, lesson plan of study and also English teacher requested. Then, the result of students' open-ended questionnaire and semi-structured interview in the research information collecting were described specifically. Based on standard competence, there were 3 kinds of unit which have been made in this printable picture book: the Banten culinary, the tourist attraction, and the historical objects. Each unit was presented a kind of exercises such as vocabulary builder, sentences builder, paragraph fritter, matching games and also making a paragraph of descriptive text. Moreover, based on the result of students' open-ended questionnaire in the research information collection, the materials should be supported by interesting contents, interesting picture, and also vocabularies. Hence, the added interesting pictures and contents was done in this step in order to correlate with the students' need.

b. *Outline Content*

Arranging the structure of the books was started by making the outline materials. Then, making the outline of chapters, and arranging the

structure of the chapter. The structure of the chapters includes vocabulary builder, sentences builder, paragraph fritter, matching games, and paragraphs development. Then, it provided an acknowledgement, descriptive text introduction and a table of contents, 3 units of kind of descriptive text materials, 5 kinds of exercises, and procedures for each exercises.

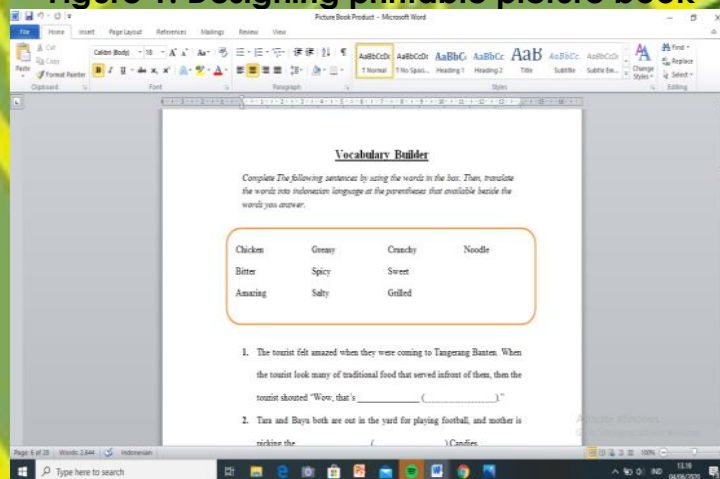
Developing Preliminary Form of Printable Picture Book

Therefore, the next step was developing preliminary form of printable picture book. The preliminary form of printable picture book was developed through several steps, as presented:

a. *Designing The Book*

Start from here, the researcher wrote all planned material and exercises, searched and drew all planned picture, and designed all the instruction of each exercises on the microsoft word.

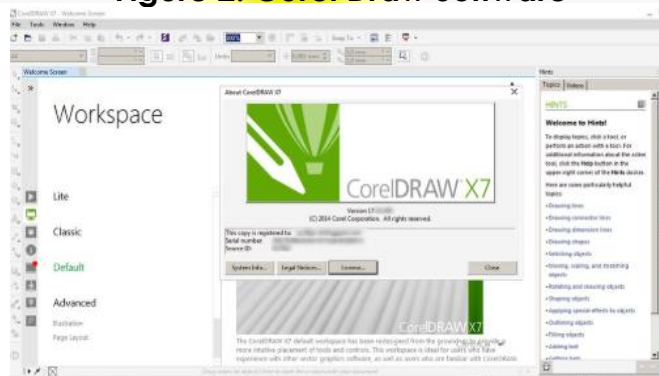
Figure 1. Designing printable picture book



b. *Software selection (Corel Draw)*

Corel Draw X7 was chosen in order to develop preliminary form of the printable picture book. This software was used to design all units of this printable picture book as shown by the following figure:

Figure 2. Corel Draw Software

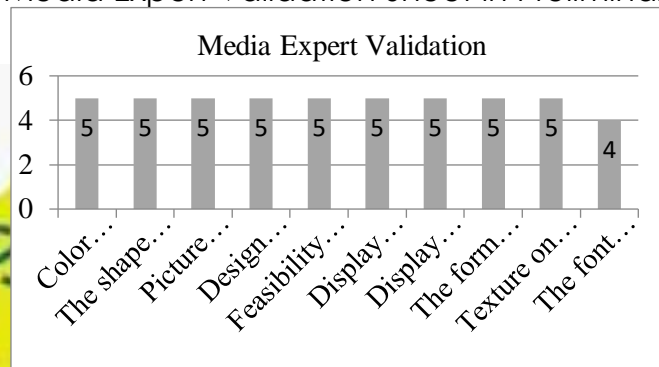


Then, the media validation score was calculated by using the percentage calculation, as follows:

$$P = \frac{(5 \times 9) + (4 \times 1)}{50} \times 100\%$$

$$P = 0,98 \times 100\% = 98\%$$

Chart 1. The Media Expert Validation Sheet in Preliminary Field Testing

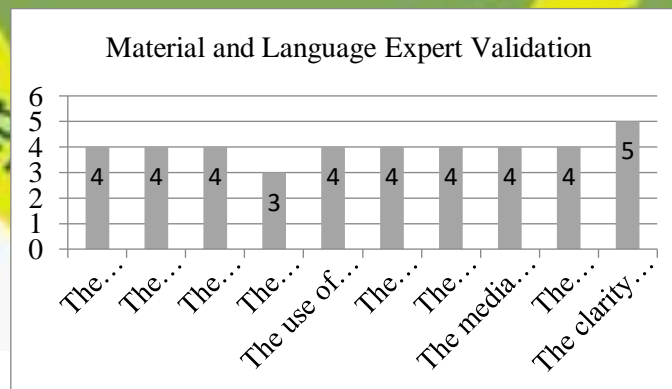


Then, the material and language validation score was calculated by using the percentage calculation, as follows:

$$P = \frac{(5 \times 1) + (4 \times 8) + (3 \times 1)}{50} \times 100\%$$

$$P = 0,80 \times 100\% = 80\%$$

Chart 2. The Material and Language Expert Validation Sheet in Preliminary



Field Testing

Main Product Revision of Printable Picture Book

In this stage, all the evaluation include revisions and corrections from media, material and language experts were used as the revision for the printable picture book. Thus, the inputs and comments from were used directly to increase the quality of developed printable picture book.

a. *Revision of Media*

Media expert suggested to check and gave the variations of the icon of font. It was such as the use of bold, italic, underline, and, etc. Make sure in themes and sub-themes writing have different icons. This was very useful for readers to more easily to differentiate themes and sub-themes. As well as the instructions and descriptions that was contained in each exercise.

b. *Revision of Material and Language Expert*

There were several evaluations and suggested from material and language expert:

First, the material and language expert suggested and revised the spelling of the word. There were some typos in table of content, in the instruction of matching game, and also in page 4. In table of content there was "attaction" word which should be written "attraction". In matching game there was "description" word which should be written "description". In page 4 there was "Ragiang" which should be written "Rangginang".

Second, the material and language expert suggested that in writing names of food, places, locations related to culture it is better to write the original words and then translate them. The purpose, of course to provide the information and the true meaning, because not all names of food, places, and locations can be translated.

Last, the material and language expert suggested adding some variations of exercise in each unit. The purpose was that children not get bored easily. Also categorize implicitly, which levels were easy, medium, and hard, to practice the students' abilities.

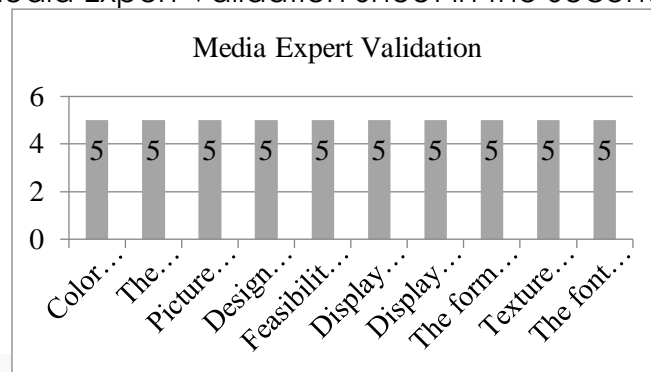
Then, after the printable picture book revised based on the revisions and corrections in the previous stage, the material and media expert were given the second validation sheet then evaluated and gave their suggestions toward the printable picture book.

Expert media was the first expert who filled in the validation sheet and gave the score. The score was calculated by using the percentage calculation procedure, as follows:

$$P = \frac{(5 \times 10)}{50} \times 100\%$$

$$P = 1 \times 100\% = 100$$

Chart 3. Media Expert Validation Sheet in the Second Validation

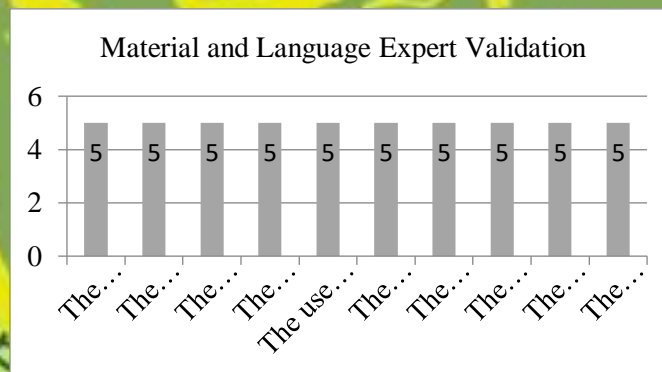


Furthermore, material and language expert validation was the second expert who filled in the validation sheet and gave the score. The score was calculated by using the percentage calculation procedure, as follows:

$$P = \frac{(5 \times 10)}{50} \times 100\%$$

$$P = 100 \times 100\% = 100\%$$

Chart 4. Material and Language Expert Validation Sheet in The Second



Validation

Operational Product Revision

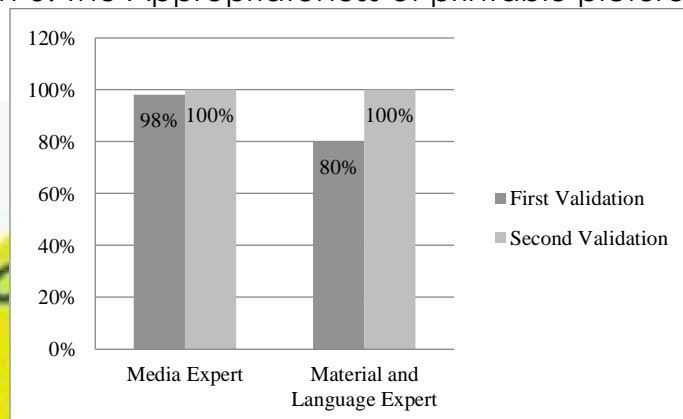
Operational product revision was the last stage for the developing process of printable picture book. In this stage, the printable picture book was fixed based on the all suggestions and inputs in the previous stages in order to make the final model.

The Quality of Product

The findings and discussions of the third research question was about the quality of product. The data analysis of the third research question showed that the developed printable picture book has a good quality. It was indicated by the result of media expert's validation sheet and also material and language expert validation sheet. There were

significant improvements of those results from the preliminary validation to the second validation. The validation score from media expert from 98% to 100%. Besides, the validation score from material and language expert from 80% to 94%. From the result of that evaluate and validation, the printable picture book was appropriate to be used as a learning media for teaching descriptive text writing, as presented by following chart:

Chart 5. The Appropriateness of printable picture book



CONCLUSSIONS AND SUGGESTIONS

Conclusions

Based on the results of this study, this study found that; First, the students needed printable a picture book based on local heritage as a learning media especially in learning descriptive text. The students were not enough toward the learning media that commonly used by the teacher in the class. Second, the process of developing a printable picture book ran well by five steps of the R & D cycle (Borg: 1983). Third, the developed printable picture book has a good quality. It was indicated by the result of the media expert's validation and material and language expert validation.. To be concluded, the product is potential enough to use as a teaching media for teaching descriptive text writing for a large scale of schools.

Suggestions

There are several suggestions from the researcher for the various parties including;

1. For the school.
The school should support the English teacher with good facilitate.
2. For the teacher.
The teacher should be able to create an interesting media for teaching and learning in order to make the students interesting in learning descriptive text writing
3. For the next researcher.

- a. The next researcher should adjust the learning material and topic with the study lesson plan and syllabus design for language teaching so that the teaching and learning process not interrupted.
- b. Since this study did not conduct product testing on students due to the COVID19 pandemic, further researchers were expected to conduct product testing on students.

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